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REPORTS

FROM

COMMISSIONERS, INSPECTORS,

AND OTHERS:

TWENTY-SEVEN VOLUMES.

—(10.)—

EDUCATION (IRELAND);
NATIONAL EDUCATION (IRELAND);
QUEEN'S COLLEGES; QUEEN'S UNIVERSITY.

Session

8 *February* —— 15 *August* 1876.

VOL. XXIV.

THE

FORTY-SECOND REPORT

OF THE

COMMISSIONERS

OF

NATIONAL EDUCATION

IN IRELAND,

(FOR THE YEAR 1875).

Presented to both Houses of Parliament by Command of Her Majesty.

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THE

FORTY-SECOND REPORT

OF THE

COMMISSIONERS OF NATIONAL EDUCATION IN IRELAND,

(FOR THE YEAR 1875).

TO HIS GRACE JAMES DUKE OF ABERCORN, K.G.,

LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

May it please your Grace,

I.—1. We, the Commissioners of National Education in Ireland, submit to your Excellency this our Forty-second Report. In this Report all statements connected with the expenditure of the public grants, and with the results of the Inspectors' examinations, refer to the year ended 31st March, 1876; but the statistics connected with the number of schools, the total number of pupils on the rolls, and the average daily attendance, refer to the year ended 31st December, 1875.

2. On the 31st of December, 1875, we had 7,267 schools in operation. During the year 1875 114 schools were struck off the rolls or suspended, and 124 were brought into operation, giving a net increase of 10 as compared with 1874. Of the schools struck off the rolls, 25 were amalgamated with other National schools. Increase of Schools.

3. The number of individual pupils on rolls who made any attendance at our schools between 1st of January and 31st of December, 1875, was 1,011,799, which, compared with 1874, was an increase of 5,288. Increase in number on rolls.

In our Report for 1874 we stated:—

"The striking discrepancy between the average attendance and the "number of children on the rolls requires explanation. . . . .

"In our annual return of the number on the rolls every child who has "attended school upon any one day in the year is counted; this method "was adopted in the year 1857 and has been since continued, the object "being to ascertain the number of children in the country who, in the "course of the year, had been attending our schools, whether for a short "period only or regularly throughout the year. We have it under our "consideration whether this method should not be altered, as the result "must be to show a greater number on the rolls than the actual number "of individual pupils, inasmuch as the same child attending different "schools at different periods would be reckoned several times—casual or "chance scholars are also reckoned—and, therefore, so long as that "mode of calculation is adopted the divergence between the number on "the rolls and the average attendance must necessarily be very great.

"In England, on the contrary, the number on the rolls represents only "the number on the rolls on the last day of the month preceding the "annual examination, not counting any child who had left school during "the year. In the English schools the name of a child is not allowed "to be kept on the roll for more than a fortnight after the child ceases "to attend, unless in case of sickness. Even those who are thus kept "on for a fortnight's grace are struck off in the annual return."

In fulfilment of the arrangement above suggested, we have ascertained that the number of pupils on the rolls on the last day of the month immediately preceding the annual examination by the

Inspectors, and who actually attended school on any of the fourteen days immediately before that date, was 577,541.

Decrease in average attendance.

4. The average daily attendance of pupils for the year 1875 was 389,961, which, compared with 1874, was a decrease of 5,429.

In our Report for 1874 we called attention to the prevalence of epidemics during that year. We have learned that sickness prevailed to a considerable extent also in 1875; and that in a large number of instances the Managers of schools were obliged to close their schools temporarily while disease continued in the localities.

Number of schools in operation, and children on rolls from 1833 to 1875.

5. The following Table exhibits the number of National Schools in operation, together with the number of children on the rolls, as specified in our several Reports, to the 31st of December, 1875:—

No. and Date of Report.	No. of Schools in operation.	No. of Children on the Rolls for:	
No. 1, 31st December, 1833,	789	Half-year ended 30th Sept.,	107,042
No. 2, 31st March, 1835,	1,106	,,	145,521
No. 3, do. 1836,	1,181	,,	153,707
No. 4, do. 1837,	1,300	,,	166,929
No. 5, do. 1838,	1,384	,,	169,548
No. 6, 31st December, 1839,	1,581	,,	192,971
No. 7, do. 1840,	1,978	,,	232,560
No. 8, do. 1841,	2,337	,,	281,849
No. 9, do. 1842,	2,721	,,	319,792
No. 10, do. 1843,	2,912	,,	355,320
No. 11, do. 1844,	3,153	,,	395,550
No. 12, do. 1845,	3,426	,,	432,844
No. 13, do. 1846,	3,637	,,	456,410
No. 14, do. 1847,	3,825	,,	402,632
No. 15, do. 1848,	4,109	,,	507,469
No. 16, do. 1849,	4,321	,,	480,623
No. 17, do. 1850,	4,547	,,	511,239
No. 18, do. 1851,	4,704	,,	520,401
No. 19, do. 1852,	4,875	,,	544,604
No. 20, do. 1853,	5,023	,,	550,631
No. 21, do. 1854,	5,178	,,	551,110
No. 22, do. 1855,	5,124	,,	535,905
No. 23, do. 1856,	5,245	31 Dec.,	560,134
No. 24, do. 1857,	5,337	Year ended 31st December,	776,473
No. 25, do. 1858,	5,408	,,	803,610
No. 26, do. 1859,	5,496	,,	806,510
No. 27, do. 1860,	5,632	,,	804,000
No. 28, do. 1861,	5,830	,,	803,364
No. 29, do. 1862,	6,010	,,	812,527
No. 30, do. 1863,	6,163	,,	840,569
No. 31, do. 1864,	6,263	,,	870,401
No. 32, do. 1865,	6,372	,,	922,084
No. 33, do. 1866,	6,453	,,	910,819
No. 34, do. 1867,	6,520	,,	913,198
No. 35, do. 1868,	6,586	,,	918,344
No. 36, do. 1869,	6,707	,,	941,289
No. 37, do. 1870,	6,806	,,	950,999
No. 38, do. 1871,	6,914	,,	972,906
No. 39, do. 1872,	7,050	,,	960,434
No. 40, do. 1873,	7,160	,,	974,696
No. 41, do. 1874,	7,257	,,	1,006,511
No. 42, do. 1875,	7,267	,,	1,011,799

6. The number of applications for grants to new schools in the year 1875 was 174. To 139 of these we gave the required assistance, either as grants for building, or grants of requisites and in aid of salaries. The remaining 35 applications were rejected for various reasons. Applications for grants to new schools.

7. The annexed Tabular Return of the 139 Schools added to our list during the Year 1875 (viz., 102 schools in operation, and 37 building grants), shows the Number in each Province, with the Nature of the Aid Granted. New schools.

Province.	Requisites, and in aid of Salary.	Towards Building and Furnishing Schools.	Total.
Ulster, . .	46	5	51
Munster, . .	23	29	52
Leinster, . .	16	–	16
Connaught, .	17	3	20
Total, . .	102	37	139

8. Thirty-seven vested schools, towards the erection of which grants had been previously made, were opened for the reception of pupils during the year. Vested schools opened, &c.

9. The number of schools on the "suspended list" at the close of the year was 91. Suspended schools are from time to time re-opened, when the causes for their suspension cease. Suspended schools.

10. The 37 National *School Houses*, towards the erection of which grants were made during the year, will contain 56 separate school-rooms. Building grants.

11. At the termination of the year 1875, we had on our list 2,105 vested schools. The number vested in trustees was 1,193: the number vested in our Board (including 146 assigned) was 816: the number for which we held bonds for the observance of our rules was 95—total, 2,105. Of this total number, 155 schools, to which building grants are outstanding, are not yet in operation. Vested schools.

12. The number of non-vested schools in connexion with us on the 31st of December, 1875, was 5,162. Number non-vested.

[Table.

Vested schools, in counties and provinces.

I.—TABLE showing the Number of Vested School-houses in each County and Province, with the Number of separate Schools held in those Houses.

COUNTIES AND PROVINCES.	No. of School-houses Vested.					No. of Separate Schools held in Vested Houses.				
	Leased to Commissioners.	Assigned to Commissioners.	Leased to Trustees.	Secured by Bond.	Total.	Leased to Commissioners.	Assigned to Commissioners.	Leased to Trustees.	Secured by Bond.	Total.
ULSTER:										
Antrim,	18	8	26	2	54	32	10	34	3	79
Armagh,	8	.	12	2	22	14	.	18	4	36
Cavan,	4	5	22	.	31	7	10	37	.	54
Donegal,	42	7	49	2	100	48	7	57	2	114
Down,	9	2	25	5	41	17	2	36	7	62
Fermanagh,	9	7	21	7	44	11	7	23	7	48
Londonderry,	11	3	24	.	38	17	4	34	.	55
Monaghan,	10	.	24	2	36	13	.	33	2	48
Tyrone,	28	12	33	5	78	34	15	38	6	93
Total,	139	44	236	25	444	193	55	310	31	589
MUNSTER:										
Clare,	21	9	39	.	69	33	17	60	.	110
Cork,	43	6	96	9	154	75	10	154	14	253
Kerry,	59	6	82	7	154	87	11	139	7	244
Limerick,	18	3	27	.	48	32	6	48	.	86
Tipperary,	14	1	34	3	52	22	1	52	4	79
Waterford,	4	5	8	1	18	7	8	15	2	32
Total,	159	30	286	20	495	256	53	468	27	804
LEINSTER:										
Carlow,	.	.	14	5	19	.	.	23	9	32
Dublin,	8	1	13	1	23	26	2	24	2	54
Kildare,	2	.	15	2	19	5	.	23	4	32
Kilkenny,	8	.	14	1	23	11	.	24	1	36
King's,	7	.	10	.	17	10	.	15	.	25
Longford,	1	.	12	1	14	2	.	23	2	27
Louth,	.	1	14	2	17	.	2	26	4	32
Meath,	3	.	25	4	32	7	.	45	6	58
Queen's,	4	1	7	1	13	7	2	11	1	21
Westmeath,	.	.	19	.	19	.	.	35	.	35
Wexford,	5	.	10	.	15	9	.	17	.	26
Wicklow,	4	.	4	2	10	7	.	5	4	16
Total,	42	3	157	19	221	84	6	271	33	394
CONNAUGHT:										
Galway,	31	4	36	.	71	46	8	55	.	109
Leitrim,	4	3	18	2	27	5	4	22	3	34
Mayo,	43	10	18	.	71	56	12	24	.	92
Roscommon,	18	2	15	.	35	24	4	22	.	50
Sligo,	3	3	14	1	21	7	4	21	1	33
Total,	99	22	101	3	225	138	32	144	4	318
Grand Total,	439	99	780	67	1,385	671	146	1,193	95	2,105

13. The following Table shows the distribution of schools according to provinces, and the attendance of pupils:— Operation Schools and daily attendance.

Province.	Total Operation Schools.	Total No. of Schools from which returns have been received.	Total No. of Pupils actually attending School during the year ended 31st Dec., 1875.	Average daily attendance for the year ending 31st December, 1875.
Ulster, . . .	2,737	2,692	360,503	132,571
Munster, . .	1,822	1,813	271,092	118,516
Leinster, . .	1,551	1,521	207,770	81,306
Connaught, . .	1,157	1,128	172,434	57,568
Total, . .	7,267	7,154	1,011,799	389,961
Average Number of Pupils per School, . .			141·4	54·5

14. The following Table shows the Number of the new schools under Managers of each religious denomination—distinguishing clerical from lay:— Religion of Managers of New Schools.

Religious Denominations.	Clerical.		Lay.		Total.	
	No. of Managers.	No. of Schools.	No. of Managers.	No. of Schools.	No. of Managers.	No. of Schools.
R.C.,*	66	81	1	1	67	82
E.C.,*	23	23	13	19	36	42
Pres.,*	6	8	1	1	7	9
Others,*	–	–	4	4	4	4
Total, . .	95	112	19	25	114	137

The remaining 2 new schools are Poor Law Union Schools, under official management.

A considerable number of the managers accounted for in this return, especially in the case of the clerical managers, are persons who at the time of the award of the new grants had several other National Schools under their management.

15. From the Table given at page 10, it appears that of 1,007,671 pupils attending National Schools in 1875 Religious denominations of pupils.

798,024 or 79·2 per cent. were R.C.
111,132 or 11· per cent. were Pres.
89,907 or 9. per cent. were E.C.
8,608 or ·8 per cent. were Others.

The distribution of these pupils in schools with mixed attendance of Roman Catholics and Protestants, and at schools where the attendance is unmixed; also in schools under Roman Catholic and Protestant teachers respectively, is given in the following Tables:—

* Throughout this Report "R.C." denotes Roman Catholics; "E.C.," members of the late Established Church; "Pres.," Presbyterians, and "Others," persons of other religious denominations.

TABLE showing the RELIGIOUS DENOMINATIONS of the PUPILS on the Rolls of Attendance of ROMAN CATHOLICS

PROVINCES AND COUNTIES.	Total No. of Schools.	Under Protestant Teachers.						Under	
		No. of Schools.	R.C.	E.C.	Pres.	Others.	Total.	No. of Schools.	R.C.
ULSTER.									
Antrim,	365	284	4,804	11,270	30,217	1,815	48,106	65	9,685
Armagh,	171	100	2,047	6,470	4,155	563	13,235	60	8,571
Cavan,	191	22	459	1,099	512	65	2,135	161	17,936
Donegal,	273	122	4,562	3,312	3,718	304	11,896	151	16,459
Down,	302	197	3,292	6,988	16,144	761	27,185	93	9,586
Fermanagh,	132	38	824	2,484	151	165	3,624	91	7,864
Londonderry,	225	158	3,703	4,053	9,208	311	17,275	62	7,185
Monaghan,	150	52	1,380	1,730	2,061	51	5,222	95	13,655
Tyrone,	300	145	3,074	4,986	5,841	411	14,312	151	14,099
Total,	2,109	1,118	24,145	42,392	72,007	4,446	142,990	929	105,040
MUNSTER.									
Clare,	71	1	9	35	–	–	44	70	10,521
Cork,	249	24	175	1,374	84	66	1,699	221	35,339
Kerry,	114	2	43	57	–	–	100	112	21,420
Limerick,	95	1	5	40	16	1	62	92	13,732
Tipperary,	143	4	101	126	12	29	268	136	16,161
Waterford,	39	1	1	34	–	–	35	36	5,102
Total,	711	33	334	1,666	112	96	2,208	667	102,275
LEINSTER.									
Carlow,	35	3	19	141	–	–	160	32	3,828
Dublin,	98	16	390	819	179	85	1,473	65	12,363
Kildare,	50	2	63	56	8	10	137	46	6,166
Kilkenny,	73	3	105	109	8	1	223	68	7,301
King's,	62	2	19	78	4	13	114	58	6,088
Longford,	58	4	104	239	21	–	364	54	7,536
Louth,	37	4	288	90	51	6	435	33	4,362
Meath,	107	5	91	115	50	–	256	100	9,425
Queen's,	54	3	28	98	–	–	126	51	6,276
Westmeath,	59	–	–	–	–	–	–	59	6,705
Wexford,	70	1	5	38	12	4	59	69	7,181
Wicklow,	58	3	73	134	1	–	208	51	6,742
Total,	761	46	1,185	1,917	334	119	3,555	686	83,973
CONNAUGHT.									
Galway,	94	3	143	80	24	15	262	91	14,449
Leitrim,	117	14	274	800	48	38	1,160	103	12,286
Mayo,	108	5	124	165	74	7	370	103	17,797
Roscommon,	78	4	142	88	5	–	235	74	10,491
Sligo,	109	6	165	180	77	55	477	102	15,413
Total,	506	32	848	1,313	228	115	2,504	473	70,436
GRAND TOTAL,	4,087	1,229	26,512	47,288	72,681	4,776	151,257	2,755	361,724

the 4,087 SCHOOLS from which Returns have been received, exhibiting a Mixed and PROTESTANTS, for the year 1875.

Roman Catholic Teachers.				Under Protestant and Roman Catholic Teachers.						PROVINCES AND COUNTIES.
E.C.	Pres.	Others.	Total.	No. of Schools	R.C.	E.C.	Pres.	Others.	Total.	
										ULSTER.
280	1,010	28	11,003	16	927	1,299	2,258	293	4,777	Antrim.
888	250	7	9,716	11	542	825	627	196	2,190	Armagh.
1,155	209	4	19,304	8	889	219	197	6	1,311	Cavan.
1,587	835	57	18,938	–	–	–	–	–	–	Donegal.
1,027	1,039	60	11,712	12	326	137	962	90	1,515	Down.
2,359	83	36	10,342	3	18	202	29	51	300	Fermanagh.
525	860	15	8,585	5	111	180	408	58	757	Londonderry.
788	605	–	15,048	3	192	210	127	6	535	Monaghan.
2,377	1,303	74	17,853	4	195	252	194	43	684	Tyrone.
10,986	6,199	281	122,506	62	3,200	3,324	4,802	743	12,069	
										MUNSTER.
216	20	2	10,759	–	–	–	–	–	–	Clare.
921	46	65	36,371	4	251	279	25	50	605	Cork.
399	10	2	21,831	–	–	–	–	–	–	Kerry.
318	13	34	14,097	2	57	145	17	45	264	Limerick.
531	16	6	16,714	3	352	164	23	5	544	Tipperary.
141	35	18	5,296	2	92	109	27	42	270	Waterford.
2,526	140	127	105,068	11	752	697	92	142	1,683	
										LEINSTER.
133	–	–	3,961	–	–	–	–	–	–	Carlow.
394	57	25	12,839	17	4,065	1,409	275	144	5,893	Dublin.
165	12	–	6,343	2	3	86	50	4	143	Kildare.
225	6	–	7,532	2	15	119	18	7	159	Kilkenny.
328	21	2	6,439	2	62	86	18	16	182	King's.
221	21	12	7,790	–	–	–	–	–	–	Longford.
98	33	–	4,493	–	–	–	–	–	–	Louth.
375	23	6	9,829	2	154	43	–	1	198	Meath.
216	9	–	6,501	–	–	–	–	–	–	Queen's.
225	23	–	6,953	–	–	–	–	–	–	Westmeath.
303	35	8	7,527	–	–	–	–	–	–	Wexford.
259	9	14	7,024	4	331	45	–	–	376	Wicklow.
2,942	249	67	87,231	29	4,630	1,788	361	172	6,951	
										CONNAUGHT.
381	68	16	14,914	–	–	–	–	–	–	Galway.
981	13	14	13,294	–	–	–	–	–	–	Leitrim.
512	93	6	18,408	–	–	–	–	–	–	Mayo.
301	28	–	10,820	–	–	–	–	–	–	Roscommon.
682	29	21	16,145	1	9	78	36	37	160	Sligo.
2,857	231	57	73,581	1	9	78	36	37	160	
19,311	6,819	532	388,386	103	8,591	5,887	5,291	1,094	20,863	GRAND TOTAL.

Religious denominations of pupils on rolls.

The attendance of Pupils according to religious denominations is set forth in the following Table:—

RELIGIOUS DENOMINATIONS of 1,007,671 PUPILS on the Rolls.

PROVINCES AND COUNTIES.	Religious Denominations.				Total Number whose religious denominations are returned for year ended Dec. 31, 1875.
	R.C.	E.C.	Pres.	Others.	
ULSTER:					
Antrim, . . .	22,282	17,250	48,139	3,043	90,714
Armagh, . . .	16,752	9,874	5,993	1,074	33,693
Cavan, . . .	25,245	3,201	1,046	108	29,600
Donegal, . . .	30,876	4,946	4,553	361	40,736
Down, . . .	17,247	10,823	25,685	1,197	54,952
Fermanagh, . .	9,604	5,767	320	298	15,989
Londonderry, . .	13,399	5,570	12,030	489	31,488
Monaghan, . .	17,176	3,260	3,059	78	23,573
Tyrone, . . .	21,304	8,606	8,045	587	38,542
Total, . . .	173,885	69,297	108,870	7,235	359,287
MUNSTER:					
Clare, . . .	30,942	270	20	2	31,234
Cork, . . .	95,769	4,194	329	413	100,705
Kerry, . . .	46,451	675	19	35	47,180
Limerick, . .	36,682	628	46	88	37,444
Tipperary, . .	37,799	853	51	40	38,743
Waterford, . .	14,649	284	62	60	15,055
Total, . . .	262,292	6,904	527	638	270,361
LEINSTER:					
Carlow, . . .	8,027	516	.	9	8,552
Dublin, . . .	48,286	3,012	547	282	52,127
Kildare, . . .	11,560	441	82	15	12,098
Kilkenny, . .	19,912	580	35	8	20,535
King's, . . .	12,048	719	54	46	12,867
Longford, . .	13,232	752	64	12	14,060
Louth, . . .	12,562	330	160	13	13,065
Meath, . . .	16,143	739	83	7	16,972
Queen's, . . .	11,833	684	20	16	12,553
Westmeath, . .	14,256	459	43	22	14,780
Wexford, . . .	16,754	341	47	12	17,154
Wicklow, . . .	11,613	486	10	18	12,127
Total, . . .	196,226	9,059	1,145	460	206,890
CONNAUGHT:					
Galway, . . .	42,256	478	126	47	42,901
Leitrim, . . .	20,937	1,983	66	74	23,060
Mayo, . . .	49,264	724	167	18	50,173
Roscommon, . .	32,186	396	70	2	32,654
Sligo, . . .	20,978	1,066	167	134	22,345
Total, . . .	165,621	4,647	590	275	171,133
ULSTER, . . .	173,885	69,297	108,870	7,235	359,287
MUNSTER, . .	262,292	6,904	527	638	270,361
LEINSTER, . .	196,226	9,059	1,145	460	206,890
CONNAUGHT, . .	165,621	4,647	590	275	171,133
IRELAND, . . .	798,024	89,907	111,132	8,608	1,007,671
Per-centage, . .	79·2	9·	11·	·8	100·

Mixed Schools.

Average number of Protestant and Roman Catholic pupils in mixed schools.

III.—The following tables show the *average* and also the total number of Roman Catholic and Protestant Pupils in each of the Mixed Schools, according to Provinces, in 1875, for which returns have been received.

A.—Under Roman Catholic Teachers exclusively.

Provinces.	Mixed Schools.	Roman Catholic Pupils.	Protestant Pupils.
Ulster,	929	113·	18·8
Munster,	667	153·3	4·2
Leinster,	686	122·4	4·7
Connaught,	473	148·9	6·6

A.—Under Roman Catholic Teachers exclusively.

No. of Schools.	Roman Catholic Pupils.	Protestant Pupils.	Average per School.	
			Roman Catholics.	Protestants.
2,755	361,724	26,662	131·3	9·7

B.—Under Protestant Teachers exclusively, in Provinces.

Provinces.	Mixed Schools.	Roman Catholic Pupils.	Protestant Pupils.
Ulster,	1,118	21·5	106·3
Munster,	33	10·1	56·8
Leinster,	46	25·7	51·5
Connaught,	32	26·5	51·7

B.—Under Protestant Teachers exclusively.

No. of Schools.	Roman Catholic Pupils.	Protestant Pupils.	Average per School.	
			Roman Catholics.	Protestants.
1,229	26,512	124,745	21·6	101·5

C.—Under Roman Catholic and Protestant Teachers conjointly, in Provinces.

Provinces.	Mixed Schools.	Roman Catholic Pupils.	Protestant Pupils.
Ulster,	62	51·6	143·
Munster,	11	68·3	84·6
Leinster,	29	152·7	80·
Connaught,	1	9·	151·

C.—Under Roman Catholic and Protestant Teachers conjointly.

No. of Schools.	Roman Catholic Pupils.	Protestant Pupils.	Average per School.	
			Roman Catholics.	Protestants.
103	8,591	12,272	83·4	119·1

The following table exhibits the religious denominations of pupils on rolls of 3,024 schools, attended by Roman Catholic or Protestant children exclusively, for year ended 31st December, 1875:—

Provinces and Counties.	Total Number of Schools	Under Roman Catholic Teachers.		Under Protestant Teachers.				
		Number of Schools.	No. of Pupils. R. C.	No. of Schools.	No. of Pupils—Protestants. E. C.	Pres.	Others.	Total.
Ulster.								
Antrim,*	149	30	6,866	119	4,392	14,597	904	19,893
Armagh,	54	28	5,592	24	1,691	961	309	2,960
Cavan,	68	56	5,961	12	728	128	33	889
Donegal,	85	84	9,855	1	47	–	–	47
Down,	117	24	4,043	93	2,671	7,540	286	10,497
Fermanagh,	15	6	898	9	722	57	46	825
Londonderry,*	33	15	2,400	18	765	1,484	93	2,342
Monaghan,	21	12	1,951	9	532	264	21	817
Tyrone,*	47	31	3,936	16	942	597	57	1,596
Total,	587	286	41,502	301	12,490	25,628	1,748	39,866
Munster.								
Clare,	146	144	20,412	1	19	–	–	19
Cork,	401	368	60,004	33	1,620	174	232	2,026
Kerry,	183	178	24,988	5	219	9	33	261
Limerick,	136	134	22,888	2	125	–	8	133
Tipperary,	144	143	21,185	1	32	–	–	32
Waterford,	80	80	9,454	–	–	–	–	–
Total,	1,090	1,047	158,931	42	2,015	183	273	2,471
Leinster.								
Carlow,	21	17	4,180	4	242	–	9	251
Dublin,	136	131	31,468	5	390	36	28	454
Kildare,	46	43	5,328	3	134	12	1	147
Kilkenny,	103	100	12,491	3	127	3	–	130
King's,	41	36	5,879	5	227	11	15	253
Longford,	44	38	5,592	6	292	22	–	314
Louth,	51	47	7,912	4	142	76	7	225
Meath,	69	63	6,473	5	206	10	–	216
Queen's,	47	41	5,529	6	370	11	16	397
Westmeath,	70	65	7,551	5	234	20	22	276
Wexford,	74	74	9,568	–	–	–	–	–
Wicklow,	35	33	4,497	2	48	–	4	52
Total,	736	689	109,468	48	2,412	201	102	2,715
Connaught.								
Galway,	199	189	27,664	1	17	28	16	61
Leitrim,	69	64	8,377	4	202	5	22	229
Mayo,	178	177	31,343	1	47	–	5	52
Roscommon,	138	134	21,553	1	7	37	2	46
Sligo,	38	36	5,391	2	126	25	21	172
Total,	622	600	94,328	9	399	95	66	560
Grand Total,	3,021	2,621	404,199	400	17,316	26,107	2,189	45,612

* In Co. Antrim there is also a school under a Roman Catholic teacher, but attended by Protestant children only, viz.—3 E. C., 57 Pres., and 4 of other denominations. In Co. Londonderry there is also a school under Protestant and Roman Catholic teachers attended by Protestant children only, viz.—47 E.C., 79 Pres., 12 of other denominations. In Co. Tyrone there are also two schools under Protestant and Roman Catholic teachers attended by Protestant pupils only, viz.—49 E.C., 105 Pres., and 2 of other denominations.

The average number of Roman Catholic and Protestant pupils on rolls in each of these schools, according to Provinces, in 1875, was as follows:—

—	A.—Under Roman Catholic Teachers exclusively.		B.—Under Protestant Teachers.				
	Schools.	R.C. pupils per school.	Schools.	E.C. pupils.	Pres. pupils.	Others.	Protestant pupils per school.
Ulster, . .	286	145·1	301	41·5	35·1	5·8	132·4
Munster, . .	1,047	151·8	42	48·0	4·3	6·5	58·8
Leinster, . .	688	154·7	48	50·3	4·2	2·1	56·6
Connaught, . .	600	157·2	9	44·3	10·5	7·4	62·2
Total, . .	2,621	–	400	–	–	–	–
Average per School,	–	153·	–	43·3	65·3	5·4	114·

16. The per-centage of Schools exhibiting a mixed attendance of Roman Catholic and Protestant Pupils, for each year from 1867 to 1875:— Schools with mixed Religious attendance.

	1867.	1868.	1869.	1870.	1871.	1872.	1873.	1874.	1875.
Ulster, .	83·9	83·2	82·5	82·6	80·1	80·6	79·1	78·7	77·9
Munster, .	40·5	40·1	40·3	40·5	39·5	40·3	41·5	41·4	39·2
Leinster, .	48·0	48·5	46·9	46·7	46·6	48·0	49·9	51·4	50·0
Connaught,	50·5	48·9	47·6	48·6	45·8	47·8	47·9	48·1	44·8
Total, .	59·8	59·3	58·6	58·8	57·1	58·1	58·4	58·6	57·1

17. The number of District and Minor Model Schools in operation at the end of the year was 26—this number is exclusive of the Model Schools in the Metropolitan District. The Results Examinations fully show that these schools continue to maintain their high character. Model Schools.

18. The total number of pupils on the rolls of the Metropolitan, District and Minor Model Schools for the year ended the 31st of December, 1875, *and who actually attended*, was 16,691, and the average daily attendance for the same period 8,229. The average daily attendance for 1874 was 8,619, which shows a decrease of 390 for 1875.

RETURN of the RELIGIOUS DENOMINATIONS of the PUPILS on the ROLLS who made any attendance at the DISTRICT and MINOR MODEL SCHOOLS between 1st January and 31st December, 1875; and also the AVERAGE ATTENDANCE.

COUNTY.	Name of School.	Religious Denominations.				Total.	Average Daily Attendance.
		R.C.	E.C.	Pres.	Other Persuasions.		
Dublin,	Metropolitan:						
,,	Central Model,	2,062	1,161	297	152	3,672	1,518
,,	West Dublin,	580	63	19	7	669	314
,,	Inchicore,	312	173	11	1	497	252
Kildare,	Athy,	3	128	62	5	198	102
Cavan,	Bailieborough,	297	123	105	–	525	259
Antrim,	Ballymena,	7	67	255	39	368	198
Antrim,	Belfast,	40	680	1,321	221	2,262	1,141
Tipperary,	Clonmel,	228	94	21	6	349	151
Londonderry,	Coleraine,	9	70	210	32	321	154
Cork,	Cork,	231	435	40	84	790	381
Cork,	Dunmanway,	503	24	–	13	540	294
Wexford,	Enniscorthy,	13	88	27	12	140	65
Fermanagh,	Enniskillen,	18	202	29	51	300	163
Galway,	Galway,	24	94	61	31	210	109
Kilkenny,	Kilkenny,	18	178	26	8	230	122
Limerick,	Limerick,	88	206	25	67	386	191
Londonderry,	Londonderry,	15	168	284	44	511	290
Armagh,	Newry,	48	207	208	46	509	270
Down,	Newtownards,	4	43	433	79	559	300
Sligo,	Sligo,	16	146	79	97	338	203
Meath,	Trim,	194	74	–	7	275	134
Waterford,	Waterford,	131	135	47	55	368	172
Antrim,	Ballymoney,	17	47	285	9	358	225
Antrim,	Carrickfergus,	2	91	242	74	409	226
Armagh,	Lurgan,	23	285	159	55	522	305
Monaghan,	Monaghan,	15	226	161	8	410	215
Tyrone,	N.-T.-Stewart,	–	89	151	2	242	112
Tyrone,	Omagh,	14	244	167	53	478	231
King's,	Parsonstown,	77	132	22	24	255	132
	Total,	4,989	5,673	4,747	1,282	16,691	8,229

19. At the close of the year 1874 the Lords of Her Majesty's Treasury required us to add two higher rates to the scale of fees for admission to Model Schools, and in the course of the year 1875 their Lordships made it a condition of increasing the salaries and incomes of the Teachers of these Schools that the extra receipts from school fees to be paid into the Exchequer should not fall short of £2,000.

The old rates of fees were:—

1*s.* 1*d.*, 2*s.* 6*d.*, and 5*s.* per quarter.

The new rates, and numbers paying at these rates on the 31st of March, 1876, were:—

1*s.* 1*d.* per quarter.	Pupils paying,	2,405
2*s.* 6*d.* ,,	,,	3,459
5*s.* 0*d.* ,,	,,	3,212
10*s.* 0*d.* ,,	,,	971
20*s.* 0*d.* ,,	,,	55
(There were also pupils admitted free,		152)

The amounts apportioned to the Teachers of Model Schools in school fees during the year ended 31st March, 1876, was £5,202 9*s.* 10*d.* The amount apportioned in the year ended 31st March, 1875, was £5,127 10*s.* 11*d.*

Workhouse Schools.

20. The number of Workhouse Schools in connexion with us on the 31st December, 1875, and included in the number of Operation Schools, was 156. Of these schools 39 are in Ulster, 49 in Munster, 39 in Leinster, and 29 in Connaught.

There are only 7 Workhouse Schools in Ireland not in connexion with the Board.

These schools were examined on the same plan as the Ordinary Schools, and extracts from the reports of our Inspectors were communicated to the Local Government Board, for the information of the different Boards of Guardians. The salaries of the Teachers are determined by the Poor Law authorities, and paid from the Consolidated Fund; but the Poor Law Guardians have power, under the Teachers Act, to award from the rates the amount of results fees payable on the Inspectors' reports.

The total number of pupils appearing on the rolls of 150 of these Workhouse Schools for which we have received returns for the year ending 31st December, 1875, was 13,835, and the average daily attendance 7,143.

Training departments.

21. The establishments in which the Teachers attending at our Training Institution are boarded and lodged continue to be efficiently conducted. The inmates have been distinguished, as heretofore, for the general correctness of their conduct, for order and discipline, for the exercise of kindly feeling towards each other, and for the careful observance of their religious duties.

Early in the year the Commissioners, on the report of a special committee of their body, resolved that provision should be made in their Training Establishment for two classes of candidates, one to receive instruction during a course of ten months, and the other during a short course of five months. The short course is confined to Principal Teachers in charge of schools.

Number trained.

The total number of students admitted into the Training Establishment during the year was 294, of whom 150 completed their course of training within the year, 13 left untrained, and 131 remained to complete their course, which had not terminated at the close of the year. Of the 150 trained, 72 were males and 78 females; 108 of these were either Principal or Assistant Teachers of National Schools; the remaining 42 were chiefly ex-pupil teachers or monitors of Model Schools, ex-monitors or distinguished pupils of ordinary National Schools. 79 were R.C.; 37 were E.C.; 31 were Pres.; and 3 were of other persuasions. The total number trained from the commencement of our proceedings to the 31st of December, 1875, is 9,653.

Number of Teachers.

22. We had in our service at the end of the year 1875, 7,067 Principal Teachers, 3,037 Assistants, and 177 Junior Lite-

rary and Industrial Assistants, making, in the whole, 10,281, of whom 3,487 were trained in our Normal Establishment. We also had in our service, at the same period, 325 Workmistresses. The Conductors of Convent Schools paid by capitation are not included in this return.

The number of teachers in the several classes was as follows:—

Class.	Principals.		Assistants.		Junior Assistants.	Workmistresses and Industrial Teachers.
	Males.	Females.	Males.	Females.		
1^1 . .	126	98	13	20	.	.
1^2 . .	369	275	20	42	.	.
2^1 . .	1,040	634	36	178	.	.
2^2 . .	445	326	50	156	.	.
3^1 . .	1,660	841	280	1,114	.	.
3^2 . .	731	522	314	814	.	.
Total, .	4,371	2,696	713	2,324	177	325
	7,067		3,037			

Teachers' salaries.

23. The new scale of payments—exclusive of results fees, good service salary, and gratuities—granted to the teachers from 1st April, 1875, is as follows:—

MALE TEACHERS.

First Class, First Division, . . .	£58	a year, being an increase of	£6 a year.
The Old Second Division of First, . .	50	„ „	6 „
The New Second Divison, . . .	44	„ „	6 „
The Old First of Second Class, . .	40	„ „	8 „
Second Class, First and Second Divisions, New Scale, ...	38	„ „	8 „
Third Class, ...	32	„ „	8 „
Assistants, ...	32	„ „	8 „

FEMALE TEACHERS.

First Class, First Division, . . .	£48	a year, being an increase of	£6 a year.
„ the Old Second Division, .	42	„ „	6 „
„ Second Division, . .	36	„ „	6 „
Second Class, the Old First Division, .	32	„ „	6 „
„ First and Second Divisions, New Scale, . . .	30	„ „	6 „
Third Class, ...	25	„ „	5 „
Assistants, ...	25	„ „	5 „

Capitation grants.

The Lords of Her Majesty's Treasury have sanctioned an increased rate of capitation allowance in ordinary National Schools, viz., £1 1*s.* 4*d.* per pupil to male teachers, and 16*s.* 8*d.* per pupil (per annum) to female teachers, from 1st April, 1875, in cases

where, owing to special circumstances, the Commissioners of National Education find themselves justified in aiding schools with small attendance or in retaining schools in connexion after the average daily attendance of pupils has fallen below thirty.

Aid to Teachers' salaries.

24. In our Report for 1874, we quoted the proposal we had made to your Grace, to meet the inadequacy of the remuneration of the National Teachers, viz.—

"We are therefore directed to state that the Commissioners recommend a renewal, as a permanent arrangement, of the provisional grant for results, viz.—for 1875–76, £120,000; and that they further recommend that an additional grant of £120,000 should also be made, to be applied to the same purpose, making the total for payments for results in 1875–76, £240,000."

This proposal was not accepted by Her Majesty's Government. In lieu of it, the Government adopted a scheme by which £65,000 a year was permanently added to the class salaries of the teachers, and £60,000 voted for payments by results. In this manner a sum slightly exceeding, in the aggregate, the grant of the previous years was secured for the general body of the teachers.

The Government, however, undertook to supplement these secured sources of the incomes of the teachers on a plan of granting State aid in correspondence with local contributions.

National School Teachers Act.

By the National School Teachers Act (38 & 39 Vic., c. 96), which received the Royal Assent, August, 1875, the Boards of Guardians of Poor Law Unions were authorized to become contributory for a third of the results' fees payable to the Teachers of National Schools in the several Unions; and the Government undertook to provide an amount equal in each case to the Union's contribution.

If the provisions of the Act had been carried out by all the Boards of Guardians, the issue would have been that the £65,000 added to the class salaries, and the £60,000 provided for results, would have been augmented by (*a*) £60,000 for results, contingent upon (*b*) £60,000 contributed by the Guardians.

Contributory and Non-contributory Unions.

The result of the operation of the National School Teachers Act was that 65 of the 163 Unions voluntarily declared themselves contributory. The valuation of the 65 Unions which became contributory was £7,049,009, whilst the valuation of the 98 Unions which remained non-contributory was only £6,400,544. The amount which the contributory Unions voted for the purposes of the Act was £32,055, or at the average rate on the valuation of 1*d.* in the pound.

The total amount, therefore, at the disposal of the Commissioners, in augmentation of the fixed Grants, consisted, under the new arrangements, of—

(*a*) £65,000, increase to Class Salaries.
(*b*) £60,000, for Results' Payments.
(*c*) £32,055, Results' Payments from Contributory Unions.
(*d*) £32,055, the corresponding amount to ditto from the Imperial Exchequer.

Total, £189,110

This sum, though £50,890 under the Board's estimate of £240,000, as submitted to your Grace, is yet an increase of about £70,000 to the sum placed at our disposal for the year 1874–75.

Six other Unions have recently declared themselves to be contributory, thus making the total number of contributory Unions for 1876–7 amount to 71.

Total amount of salaries, gratuities, &c., paid in 1875.

25. The total amount of salaries, premiums, gratuities, and results' fees paid by us, including the amount from rates, in the twelve months ended the 31st March, 1876, to the Principal Teachers, Assistants, Monitors, and Workmistresses in National Schools—including the Central and other Model Schools, and the payments to Organizing Teachers—was £491,991 4*s*. This sum includes the £5,202 9*s*. 10*d*. school fees, apportioned to Teachers in Model Schools.

26. Of the results' fees, £56,054 19*s*. 8*d*. was paid within the financial year out of the £60,000 granted unconditionally, and £27,918 6*s*. 10*d*. out of the contingent sum of £60,000, making the total results paid from the Imperial Exchequer £83,973 6*s*. 6*d*., to which should be added £27,918 6*s*. 10*d*. paid out of the rates of the contributory Unions.

Local emoluments of Teachers.

27. The following table shows, in counties and provinces, the amount of local emoluments received in aid of salaries of Teachers of National Schools (excluding Workhouse Schools, Prison Schools, and Lunatic Asylum Schools), during the year 1875, with the average for each school, and for each pupil in average daily attendance.

TABLE.

PROVINCES AND COUNTIES.	Payments by Pupils.			Subscriptions, &c., &c.			Total.			No. of Schools.	No. of Pupils.	Average per School.			Average per Pupil.	
	£	s.	d.	£	s.	d.	£	s.	d.			£	s.	d.	s.	d.
ULSTER:																
Antrim, .	9,019	8	9	1,485	14	10	10,505	3	7	566	33,626	18	11	2½	6	2¾
Armagh, .	1,901	8	2	1,269	16	2	3,171	4	4	242	12,412	13	2	1	5	1
Cavan, . .	832	16	8	501	11	6	1,334	8	2	255	10,371	5	4	7¾	2	6¾
Donegal, .	1,285	10	8	1,048	1	9	2,333	12	5	362	14,294	6	8	11	3	3
Down, . .	5,094	10	10	1,778	14	8	6,873	5	6	349	21,854	19	13	10½	6	3½
Fermanagh, .	739	9	0	506	19	5	1,246	8	5	146	6,053	8	10	8½	4	1¼
Londonderry,	2,069	11	6	2,419	15	5	4,489	6	11	269	11,699	16	13	9½	7	8
Monaghan, .	998	0	7	686	15	6	1,684	16	1	171	7,969	9	17	0½	4	2½
Tyrone, . .	1,777	13	1	1,169	7	1	2,947	0	2	352	13,331	8	7	5¼	4	5
Total, .	23,718	9	3	10,866	16	4	34,585	5	7	2,712	131,609	12	15	0	5	3
MUNSTER:																
Clare, . .	2,028	6	11	273	18	0	2,302	4	11	216	12,567	10	13	2	3	7¾
Cork, . .	7,224	1	2	1,924	8	5	9,148	9	7	634	44,251	14	8	5	4	1½
Kerry, . .	2,346	4	10	553	0	6	2,899	5	4	291	20,620	9	19	3	2	9¾
Limerick, .	3,573	9	10	599	10	9	4,173	0	7	231	16,150	18	1	3½	5	2
Tipperary, .	3,220	12	11	760	12	10	3,981	5	9	285	15,929	13	19	4½	4	11½
Waterford, .	1,339	11	8	446	12	3	1,786	3	11	115	6,083	15	10	7¾	5	10½
Total, .	19,732	7	4	4,558	2	9	24,290	10	1	1,772	115,600	13	14	1¾	4	2¼
LEINSTER:																
Carlow, .	411	19	6	353	16	7	765	16	1	67	3,301	11	8	7	4	7½
Dublin, . .	3,840	17	4	2,073	7	2	5,914	4	6	234	19,145	25	5	6	6	2
Kildare, .	825	8	9	322	4	1	1,147	12	10	96	4,804	11	19	1	4	8¾
Kilkenny, .	1,266	15	7	485	2	5	1,751	18	0	175	8,690	10	0	2¼	4	0¼
King's, . .	866	9	0	291	14	6	1,158	3	6	103	5,165	11	4	10½	4	5¾
Longford, .	302	3	10	212	3	6	514	7	4	98	4,710	5	4	11½	2	2
Louth, . .	663	18	9	407	5	0	1,071	3	9	89	4,904	12	0	8¼	4	4¼
Meath, . .	935	15	7	599	9	8	1,535	5	3	186	6,940	8	5	0¾	4	5
Queen's, .	587	5	8	565	10	2	1,152	15	10	99	4,798	11	12	10½	4	9½
Westmeath, .	642	5	0	224	14	1	866	19	1	125	5,702	6	17	11	3	0½
Wexford, .	925	12	11	212	8	9	1,138	1	8	141	6,725	8	1	5	3	4½
Wicklow, .	779	13	3	573	16	7	1,353	9	10	90	4,844	15	0	9¼	5	7
Total, .	12,048	5	2	6,321	12	6	18,369	17	8	1,503	79,728	12	4	5¼	4	7¼
CONNAUGHT:																
Galway, .	1,626	1	7	444	12	2	2,070	13	9	289	14,149	7	3	3½	2	11
Leitrim, .	457	14	1	412	9	2	870	3	3	186	8,444	4	13	6¾	2	0¾
Mayo, . .	1,185	2	7	724	0	4	1,909	2	11	283	15,119	6	14	11¾	2	6¾
Roscommon, .	1,033	5	8	408	14	9	1,442	0	5	213	10,808	6	15	4¾	2	8
Sligo, . . .	910	1	6	412	9	7	1,322	11	1	146	7,918	9	1	2	3	4
Total, .	5,212	5	5	2,402	6	0	7,614	11	5	1,117	56,438	6	16	4	2	8½
Grand Total,	60,711	7	2	24,148	17	7	84,860	4	9 *	7,104 †	383,375	11	18	11	4	5

This return shows an increase as compared with the previous year of £3,356 4*s.* 3*d.* in the school fees of the pupils, and of £1,702 17*s.* 10*d.* in the local subscriptions, &c.

Total income of Teachers.

28. The total income of the teaching staff from all sources, for the year, appears to have been £571,648 18*s.* 11*d.*—viz., £486,788 14*s.* 2*d.* from Board and rates, and £84,860 4*s.* 9*d.* for payments by pupils (including apportionment of model school

* This amount includes £6,248 7*s.* 11*d.* the value, estimated by the managers, of free residences and gardens for the teachers.

† Includes evening departments.

fees), and subscriptions, &c.; 19·7 per cent. of this sum was locally provided, and 80·3 per cent. was derived from the funds placed at our disposal by the State.

Residences for Teachers

29. In our Report for 1874 we referred to the want of suitable residences for teachers.

An Act was introduced by the Government, and sanctioned by the legislature in August last, to afford facilities for the erection, enlargement, improvement, or purchase of dwelling-houses for residences for Teachers of National Schools in Ireland (38 & 39 Vic., c. 82). Under the provisions of this Act, loans not higher than £250 are available for residences of Teachers of non-vested National Schools, to be repaid in thirty-five years at 5 per cent. (principal and interest), the Board contributing one-half of the annual repayment. The managers of non-vested schools are likely to avail themselves largely of the advantages of this Act. We have already received communications on the subject in 129 cases.

With the sanction of the Lords of Her Majesty's Treasury we are authorized to make grants in aid of the erection of residences for Teachers of vested National Schools; the grants not to exceed £100, on a total certified expenditure of at least £200.

Some managers and teachers have requested that the conditions laid down in the Act for grants to build residences for the teachers of non-vested schools should be extended to the case of vested schools; and we have signified to the Irish Government our approval of this proposal.

New Teachers.

30. During the year 1875-6, 745 teachers left the service, either for the present or permanently, and there were 711 persons newly appointed as Teachers in National Schools. We have received returns relative to the antecedents of 545 of the New Teachers, viz.: —

Pupil Teachers, .	}	From Model Schools, .	{ 41	} 77
Paid Monitors, .			16	
Pupils only, . .			20	
Paid Monitors, .	}	From Ordinary Schools,	{ 232	} 419
Pupils only, . .			187	
Paid Monitors, .	}	From Convent Schools, .	{ 40	} 49
Pupils only, . .			9	
				545

31. We have ascertained the causes of withdrawal of 341 of 745 teachers who left the service in 1875–6, viz.:— Teachers who have been withdrawn from the service.

Causes of withdrawal.	Trained.	Untrained.	Total.
Resigned to enter the Civil Service, . .	6	36	42
,, for Domestic Duties (marriage, &c.),	18	43	61
,, ,, Commercial Pursuits, &c., .	7	10	17
,, ,, Collegiate or Religious vocation,	4	13	17
,, on account of age, ill-health, &c.,	13	10	23
,, on receiving Retiring Gratuities, .	26	12	38
,, to teach in schools not in connexion with the Board, . . .	3	4	7
,, for other pursuits than foregoing,	17	8	25
,, Emigrated, ...	10	16	26
Dismissed, ...	8	21	29
Died, ...	12	37	49
Lunatic Asylums, ...	3	4	7
Totals, ...	127	214	341

32. The following Table shows the number of Monitors, Male and Female, on the 31st December, 1875, of each grade in each year of service:— Paid Monitors.

Year of Service.	First Class.		Second Class.		Third Class.	
	Males.	Females.	Males.	Females.	Males.	Females.
1st year, . .	35	141	274	486	54	59
2nd ,, . .	32	135	507	845	129	123
3rd ,, . .	12	110	374	730	95	102
4th ,, . .	.	.	92	265	.	.
Total, .	79	386	1,247	2,326	278	284
	465		3,573		562	
	4,600					

For Paid Monitors the term of service in each class is *three* years, and the scale of salaries is—

	Third Class Monitors.	Second Class Monitors.	First Class Monitors.	
			Males.	Females.
	£	£	£	£
For first year, . . .	4	6	14	12
,, second year, . . .	4	8	17	15
,, third year, . . .	4	10	20	18

In addition to the Paid Monitors, there was a staff of 163 Pupil-teachers in our Model Schools boarded, lodged, and educated free.

The following Table shows the Classification of 717,544 of the Pupils on the Rolls for the *last quarter* of the year 1875:—

Provinces and Counties.	Infants.	Class I.	Class II.	Class III.	Class IV.	Class V[1].	Class V[2].	Class VI.	Total.
Ulster.									
Antrim,	16,021	12,980	11,279	9,023	6,509	3,581	1,284	777	61,454
Armagh,	6,106	5,339	4,337	3,309	2,413	1,320	570	372	23,766
Cavan,	4,417	4,745	4,009	3,301	2,473	1,237	425	256	20,863
Donegal,	6,957	7,567	5,564	4,410	2,927	1,551	571	321	29,868
Down,	10,096	7,864	6,718	5,391	4,076	2,352	979	587	38,063
Fermanagh,	2,511	2,850	2,278	1,932	1,445	699	281	116	12,112
Londonderry,	5,364	4,526	3,801	3,263	2,658	1,553	710	422	22,297
Monaghan,	3,447	3,358	2,869	2,713	1,760	916	395	265	15,723
Tyrone,	6,082	6,452	5,138	4,083	3,034	1,643	697	405	27,534
Total,	61,001	55,681	45,993	37,425	27,295	14,852	5,912	3,521	251,680
Munster.									
Clare,	4,675	4,346	3,965	3,674	3,185	1,751	906	565	23,067
Cork,	16,524	15,246	13,036	11,571	8,953	5,397	2,526	1,640	74,893
Kerry,	6,995	7,383	6,200	5,528	4,546	2,820	1,334	848	35,654
Limerick,	5,485	5,096	4,511	3,898	3,523	2,324	1,265	1,197	27,299
Tipperary,	6,096	5,421	4,978	4,328	3,557	2,210	905	526	28,021
Waterford,	2,545	2,360	1,907	1,591	1,202	775	398	172	10,950
Total,	42,320	39,852	34,597	30,590	24,966	15,277	7,334	4,948	199,884
Leinster.									
Carlow,	1,398	1,428	1,118	993	753	382	124	72	6,268
Dublin,	10,935	7,255	5,630	4,258	3,189	1,572	648	619	34,106
Kildare,	2,146	2,311	1,825	1,273	884	450	130	104	9,123
Kilkenny,	3,605	3,100	2,540	2,336	1,735	1,120	404	243	15,083
King's,	2,386	2,168	1,836	1,389	988	504	193	119	9,583
Longford,	2,213	2,345	1,896	1,566	1,069	596	239	133	10,059
Louth,	2,134	2,150	1,754	1,342	936	486	179	73	9,054
Meath,	2,809	2,727	2,319	1,766	1,576	823	340	156	12,516
Queen's,	2,122	2,049	1,733	1,441	1,051	435	172	120	9,123
Westmeath,	2,548	2,303	2,064	1,695	1,388	718	260	118	11,094
Wexford,	2,792	2,825	2,185	1,711	1,246	639	238	116	11,752
Wicklow,	1,772	2,287	1,687	1,361	953	438	163	112	8,773
Total,	36,860	32,948	26,587	21,133	15,768	8,163	3,090	1,985	146,534
Connaught.									
Galway,	5,942	8,520	5,939	4,240	2,875	1,333	478	224	29,551
Leitrim,	3,716	3,853	3,482	2,951	2,077	881	330	152	17,442
Mayo,	7,324	8,620	6,912	4,923	3,440	1,584	491	330	33,624
Roscommon,	4,436	5,353	4,324	3,541	2,757	1,269	544	303	22,527
Sligo,	3,433	3,494	3,036	2,570	2,101	1,026	411	231	16,302
Total,	24,851	29,840	23,693	18,225	13,250	6,093	2,254	1,240	119,446
Ulster,	61,001	55,681	45,993	37,425	27,295	14,852	5,912	3,521	251,680
Munster,	42,320	39,852	34,597	30,590	24,966	15,277	7,334	4,948	199,884
Leinster,	36,860	32,948	26,587	21,133	15,768	8,163	3,090	1,985	146,534
Connaught,	24,851	29,840	23,693	18,225	13,250	6,093	2,254	1,240	119,446
Grand Total,	165,032	158,321	130,870	107,373	81,279	44,385	18,590	11,694	717,544
Per-centage,	23·	22·1	18·2	15·	11·3	8·8	·1·6	–	
					21·7				

33. We have issued to managers and teachers a circular informing them that in the year 1877 each pupil will be required to make 100 attendances of four hours a-day, instead of 90 attendances as at present, in order to qualify for presentation at the results inspections, and we look forward to raising this number still higher in future years.

34. The Scale of Results Fees payable on the answering of the pupils in National schools may be briefly stated as follows :— Results fees.

Subjects.	Classes.									
	Infants.	First Class.	Second Class.	Third Class.	Fourth Class.	Fifth Class, First Stage.	Fifth Class, Second Stage.	Sixth Class, First Stage.	Sixth Class, Second Stage.	
	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	s. d.	
Reading,	–	2 0	2 0	2 6	2 6	2 6	2 6	2 6	2 6	
Spelling,	–	1 0	1 0	1 0	1 0	1 0	1 0	1 0	1 0	
Writing,	–	1 0	1 0	1 6	1 6	1 6	1 6	2 0	2 0	
Arithmetic,	–	1 0	2 0	2 6	2 6	2 6	2 6	3 0	3 0	
Grammar,	–	–	–	0 6	1 0	1 6	1 6	1 6	1 6	
Geography,	–	–	–	1 0	1 0	1 6	1 6	1 6	1 6	
Agriculture,	–	–	–	–	2 0	2 6	2 6	3 0	3 0	
Needlework,	–	–	0 6	1 0	2 0	2 6	2 6	3 0	3 0	
Maximum value, Male National Schools,	3 0	5 0	6 6	9 0	11 6	13 0	13 0	14 6	14 6	
Maximum value in Female National Schools,	3 0	5 0	6 6	10 0	11 6	13 0	13 0	14 6	14 6	
Extras (inside or outside School hours):										
Singing,	–	–	1 6	2 6	2 6	2 6	2 6	3 0	3 0	
Drawing,	–	–	–	2 6	2 6	2 6	2 6	3 0	3 0	
Other approved extra subjects (each),	–	–	–	–	–	5 0	5 0	5 0	5 0	
Classics (outside School hours):										
Greek,	–	–	–	–	–	10 0	10 0	10 0	10 0	
Latin,	–	–	–	–	–	10 0	10 0	10 0	10 0	
French,	–	–	–	–	–	5 0	5 0	5 0	5 0	

The following results have been ascertained through individual examination of the pupils of National Schools by the Inspectors at their annual inspection within the year :—

I.—(*a.*) The total number of distinct schools, ordinary and model, examined for Results within the twelve months ended 31st March, 1876, by the Inspectors, and for which we have been able to tabulate the following particulars, was 6,789.

This number does not include Poor Law Union, Gaol, Lunatic Asylum, Evening, or Industrial Schools.

(*b.*) Number of pupils on School Rolls, and who actually attended school on any of the 14 days immediately preceding the last day of the month before the results inspection :—

Total, 577,541.

(*c.*) Number qualified by attendances for presentation at examination :—

Males, 218,819; Females, 218,050; Total, 436,869.

(*d.*) Number who, having made 90 attendances or over within the Results year, were present and examined on day of inspection for Results Fees :—

Males, 197,166; Females, 197,489; Total, 394,655.

(*e.*) The average daily attendance for twelve months ending last day of month immediately preceding the Results examinations in their respective schools was—

Males, 187,049·9; Females, 187,978·7; Total, 375,028·6.

The centesimal proportion of number examined to the average daily attendance was 105·2.

(*f.*) The following figures will show the numbers of pupils examined, and who, having passed in reading, writing, and arithmetic, were promoted at the Results examinations :—

Grades.	Number Examined.	Number Promoted.	Percentage Promoted.
Infants,	71,299	28,544*	40·0*
First Class,	87,971	54,267	61·8
Second Class,	77,056	53,357	69·2
Third Class,	66,577	42,247	63·4
Fourth Class,	49,343	25,497	51·7
Fifth Class (1st division),	26,119	12,767	48·9
Fifth Class (2nd stage),	11,859	7,049	59·4
Sixth Class,	4,431	2,267	51·2

(*g.*) Percentage of pupils examined in each class to the total number examined in all the classes :—

Percentage in Infants' grade,	18·1	Class V. (1st stage),	6·6
Class I.,	22·3	Class V. (2nd stage),	3·0
Class II.,	19·6	Class VI.,	1·1
Class III.,	16·8		
Class IV.,	12·5		100·

* Infants are not necessarily promoted into First class, after satisfactory answering, until they reach seven years of age, which accounts for the smallness of the above numbers.

General Abstract of Answering.

(*h.*) Of the total number of infants (71,299) who had attended 90 days within the year and were examined by the Inspectors, passes were assigned to 63,047.*

Percentage of infants who gained passes to total number examined, ... 88·4

(*i.*)

Classes.	No. of Pupils examined for Results Fees in subject.	No. of Passes assigned for answering in subject.	Percentage of Passes to No. of *Pupils examined* in Class.	Classes.	No. of Pupils examined for Results Fees in subject.	No. of Passes assigned for answering in subject.	Percentage of Passes to No. of *Pupils examined* in Class.
Reading.				**Grammar.**			
Class I., . .	87,971	66,486	75·6	Class III., . .	66,577	33,482	50·2
,, II., . .	77,056	61,162	79·3	,, IV., . .	49,343	23,148	46·9
,, III., . .	66,577	52,871	79·3	,, V¹., . .	26,119	14,673	56·1
,, IV., . .	49,343	40,103	81·2	,, V²., . .	11,859	8,190	69·0
,, V¹., . .	26,119	23,100	88·4	,, VI., . .	4,431	2,375	53·6
,, V²., . .	11,859	11,210	94·5				
,, VI., . .	4,431	3,813	86·0	Total, . .	158,329	81,868	51·8
Total, . .	323,356	258,745	79·9				
Spelling.				**Geography.**			
Class I. .	87,971	68,131	77·4				
,, II., . .	77,056	53,382	69·2	Class III., . .	66,577	33,957	51·0
,, III., . .	66,577	44,841	67·3	,, IV., . .	49,343	22,533	45·6
,, IV., . .	49,343	33,761	68·7	,, V¹., . .	26,119	13,329	51·0
,, V¹., . .	26,119	20,798	79·6	,, V²., . .	11,859	7,217	60·9
,, V²., . .	11,859	10,577	89·1	,, VI., . .	4,431	2,645	59·6
,, VI., . .	4,431	3,650	82·3				
Total, . .	323,356	235,140	72·6	Total, . .	158,329	79,681	50·3
Writing.							
Class I., . .	87,971	64,635	73·4	**Agriculture.**			
,, II., . .	77,056	57,494	74·6				
,, III., . .	66,577	54,848	82·3	Class IV., . .	18,048	6,348	35·1
,, IV., . .	49,343	41,095	83·2	,, V¹., . .	10,945	4,980	45·5
,, V¹., . .	26,119	22,435	85·8	,, V²., . .	5,322	2,919	54·8
,, V²., . .	11,859	11,180	94·2	,, VI., . .	2,050	1,193	58·1
,, VI., . .	4,431	3,522	79·4	Total, . .	36,365	15,440	42·4
Total, . .	323,356	255,209	78·9				
Arithmetic.				**Needlework.**			
Class I., . .	87,971	59,100	67·1				
,, II., . .	77,056	58,075	75·3	Class II., . .	34,825	29,107	83·5
,, III., . .	66,577	54,583	81·8	,, III., . .	31,203	25,172	80·6
,, IV., . .	49,343	26,856	54·4	,, IV., . .	23,058	19,201	83·2
,, V¹., . .	26,119	13,203	50·5	,, V¹., . .	11,888	10,643	89·5
,, V²., . .	11,859	7,227	60·9	,, V²., . .	5,158	4,914	95·2
,, VI., . .	4,431	2,346	52·9	,, VI., . .	1,904	1,553	81·5
Total, . .	322,356	221,390	68·4	Total, . .	108,036	90,590	83·8

(*j.*) Extra Subjects.

The payment of fees was subject to the following regulations :—

A fee of five shillings is paid for every pupil in the fifth or sixth class, who, *having passed in reading, spelling, writing,* AND *arithmetic,* shall exhibit satisfactory proficiency in geometry, algebra, one of the physical sciences, navigation or other *approved* extra branch;

* The proficiency of an infant is marked by a *single* pass.

and a fee equal to that paid for arithmetic for any pupil *in the third or higher classes* who, *having passed* in reading and in *any two* of the other three subjects, shall exhibit satisfactory proficiency in any system of vocal music, or any system of drawing ;—provided however ;—

(*a*). That no fees shall be paid for more than two extra subjects besides vocal music and drawing—the limitation not to extend to classics—in the same class to the same teacher ; and

(*b*). That no fees shall be paid for any pupil for whose proficiency in the same subject grants are made by the Department of Science and Art.

In our Report of 1874 we stated that since the year 1855 we have encouraged instruction as extra branches in singing, drawing, and the mathematical and physical sciences, by a system of gratuities for satisfactory answering in these subjects ; and recently we have added classics and French, and also for girls the use of the sewing machine and the higher branches of needlework.

The scale of results fees now payable is set forth above. The numbers examined in these branches for results fees and the answering, are as follows :—

EXTRA SUBJECTS.—(Model and Ordinary Schools conjoined).

SUBJECTS.	2nd Class.		3rd Class.		4th Class.	
	No. Examined.	No. of Passes.	No. Examined.	No. of Passes.	No. Examined.	No. of Passes.
Singing,	12,256	7,663	11,834	7,875	9,768	5,859
Drawing,	–	–	7,159	3,604	6,766	3,909

SUBJECTS.	5th Class.		6th Class.		TOTAL.	
	No. Examined.	No. of Passes.	No. Examined.	No. of Passes.	No. Examined.	No. of Passes.
Singing—*continued*,	6,537	5,946	963	682	41,358	28,025
Drawing—*continued*,	6,970	4,759	1,121	760	22,016	13,032
Geometry and Mensuration,	4,328	1,943	1,296	681	5,624	2,624
Algebra,	3,874	1,765	1,136	655	5,010	2,420
Trigonometry,	9	4	39	18	48	22
Navigation,	–	–	1	1	1	1
Mechanics,	237	110	79	43	316	153
Hydrostatics and Pneumatics,	86	51	63	44	149	95
Light and Sound,	55	39	16	13	71	52
Magnetism and Electricity,	236	114	80	42	316	156
Animal Physiology,	2	1	10	7	12	8
Physical Geography,	555	210	325	156	880	366
Geology,	22	2	–	–	22	2
Botany,	296	139	67	60	263	199
Latin,	149	52	191	86	340	138
Greek,	75	22	94	28	169	50
French,	578	244	375	227	953	471
Sewing Machine,	576	360	151	85	727	445
Cutting Out,	44	39	96	53	140	92
Cookery,	19	3	38	17	57	20
Management of Poultry,	29	22	32	10	61	32

Results.

35. In 1874 a regulation was introduced which substituted the passing in reading, writing, *and* arithmetic, for the passing in reading and any one other programme subject as the condition of promotion of pupils of first and higher classes. Under the old regulation it was found that pupils were advanced too rapidly to the higher classes.

The per-centage of passes to the number of pupils examined in 1875–6 was:—

Reading,	79·9	Grammar,	51·8
Spelling,	72·6	Geography,	50·3
Writing,	78·9	Agriculture,	42·4
Arithmetic,	68·4	Needlework,	83·8

School Farms.

36. The total number of School Farms in connexion with us on the 31st December, 1875, was 228, of which 19 were School Farms of the First Class, under the exclusive management of our Board. In the year 1875 measures were adopted, under instructions from the Lords of Her Majesty's Treasury, with a view to reducing the number of large farms managed and entirely supported by the State, and of developing agricultural instruction in the ordinary National Schools. Nine of these farms have been sold, viz.:—Bath, Dunmanway, Farrahy, Glandore, Gormanstown, Kyle Park, Leitrim, Templedouglas, and Ulster, and two under favourable terms have been handed up to the landlords, viz.:—Bailieborough and Tervoe.

During the year 1875–6, 15,440 pupils of the Ordinary and Agricultural Schools obtained passes at Results' Examination in agriculture, and earned results' fees for their proficiency in this branch for their teachers.

Sale Stock Requisites.

37. The amount received for books, school requisites, and apparatus, sold to National Schools in the year 1875–6, was £28,621 18*s*. The number of orders was 15,176; and the average amount of each order, £1 17*s*. 8½*d*.

By direction of the Lords of Her Majesty's Treasury the commission of 20 per cent. which was allowed on the purchase of books and other requisites by National Teachers was reduced to 10 per cent. from 1st July, 1875, and altogether discontinued from the 31st March, 1876.

Free Stock Requisites.

38. The value of the requisites and apparatus granted as Free Stock to National Schools in 1875–6, was £1,404 3*s*. 8*d*. The number of grants was 386.

Finance.

39. We also publish a full statement of our receipts and expenditure for the twelve months ending the 31st March, 1876.

This year we are not authorized to publish the usual Appendices to our Report, as the Lords of Her Majesty's Treasury have directed that these Appendices shall, in future, be published triennially only.

40. We have to announce with regret the loss by death of a member of our Board, Laurence Waldron, esq., D.L. The vacancy thus created has been filled by the appointment of Sir Robert Kane.

41. We submit this, as our Report for the past year, to your Grace, and in testimony thereof have caused our Corporate Seal to be hereunto affixed, this Twentieth day of June, One Thousand Eight Hundred and Seventy-six.

SEAL.

(Signed)

JAMES KELLY,
WM. HOMAN NEWELL, } *Secretaries.*

ACCOUNTS

OF THE

PARLIAMENTARY GRANT, AND CASH RECEIPTS AND PAYMENTS

BY

THE COMMISSIONERS

OF

NATIONAL EDUCATION, IRELAND,

FROM

1ST APRIL, 1875, TO THE 31ST MARCH, 1876.

ACCOUNTS of the PARLIAMENTARY GRANT, and CASH RECEIPTS and
DR. from 1st April, 1875,

Sched.	CHARGE.	£	s.	d.	£	s.	d.
	BALANCE on the 1st April, 1875,				10,083	8	7
	PARLIAMENTARY GRANT,				639,368	0	0
B 2.	INSPECTION: Travelling Allowances, &c.,				0	8	0
C 2.	NORMAL ESTABLISHMENT: Male Teachers' Training Department,				2	10	0
3.	Female ditto,				1	0	8
D 5.	DISTRICT MODEL SCHOOLS,				5	3	2
6.	MINOR MODEL SCHOOLS,				2	19	3
E.	NATIONAL SCHOOLS, &c.:						
1.	Principal and Assistant Teachers,				933	14	1
2.	Workmistresses,				0	9	3
4.	Monitors,				4	0	0
5.	Training Monitors, &c.,				3	0	0
6.	Travelling Expenses—Teachers at Examination,				1	14	7
F.1,2.	AGRICULTURAL ESTABLISHMENT: Sundries,				3	2	7
	(For sundry Repayments in aid of above Sub-heads of the Vote.)						
	EXCHEQUER EXTRA RECEIPTS: SCHOOL FEES received from PUPILS attending the following MODEL SCHOOLS. (The Salaries of Principal and Assistant Teachers of Model Schools are supplemented by a sum of £5,200 or thereabouts, being about four-fifths of the Fees received from Pupils attending these Schools. The balance of the Fees—about £1,800—is payable to H. M. Exchequer):—	£	s.	d.			
	CENTRAL MODEL SCHOOL, Co. DUBLIN,	1,416	1	3			
	WEST DUBLIN MODEL SCHOOL, Co. DUBLIN,	234	18	4			
	GLASNEVIN MODEL INDUSTRIAL SCHOOL, Co. DUBLIN,	19	1	0			
	INCHICORE MODEL SCHOOL, Co. DUBLIN,	129	7	8			
	ATHY MODEL SCHOOL, Co. KILDARE,	114	2	11			
	BAILIEBOROUGH MODEL SCHOOL, Co. CAVAN,	124	6	6			
	Carried forward £	2,037	17	8	650,409	10	2

PAYMENTS by the COMMISSIONERS of NATIONAL EDUCATION, IRELAND, to 31st March, 1876. CR.

Sched.	DISCHARGE.	£ s. d.	£ s. d.
A.	OFFICE IN DUBLIN:		
1.	Salaries and Wages,	—	21,591 0 10
2.	Travelling Expenses,	—	371 15 4
4.	Police,	—	202 9 2
5.	Rent,	—	115 7 6
6.	Incidental Expenses,	—	232 6 7
B.	INSPECTION:		
1.	Salaries,	—	26,430 13 10
2.	Travelling and Personal Allowances, &c.,	—	8,063 16 0
C.	NORMAL ESTABLISHMENT:		
1.	Salaries, Professors, &c.,	—	1,762 15 5
2.	MALE TEACHERS' TRAINING DEPARTMENT:		
	Salaries, &c., Superintendents, &c., £202 17 8		
	Maintenance, &c., Teachers under Training, 2,078 12 4		
	General Expenditure, 195 3 5		
		—	2,476 13 5
3.	FEMALE TEACHERS' TRAINING DEPARTMENT:		
	Salaries, &c., Superintendents, &c., £199 3 4		
	Maintenance, &c., Teachers under Training, 2,008 12 9		
	General Expenditure, 205 9 4		
		—	2,413 5 5
4.	TRAINING DEPARTMENTS:		
	Miscellaneous Expenditure,	—	150 7 6
D.	MODEL SCHOOLS.		
1.	CENTRAL MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, £5,443 17 0		
	General Expenditure, 39 9 5		
2.		—	5,483 6 5
	WEST DUBLIN MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, £1,321 12 0		
	General Expenditure, 37 15 11		
3.		—	1,359 7 11
	GLASNEVIN MODEL INDUSTRIAL SCHOOL:		
	Salaries, &c., Teachers, £205 15 7		
	General Expenditure, Literary and Industrial, 17 6 1		
4.		—	223 1 8
	INCHICORE MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, &c., £606 17 3		
	General Expenditure, 9 7 6		
5.		—	616 4 9
	DISTRICT MODEL SCHOOLS.		
	ATHY DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, £535 4 10		
	General Expenditure, 55 7 1		
		590 11 11	
	BAILIEBOROUGH DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, £928 13 3		
	General Expenditure, 80 7 10		
		1,009 1 1	
	Carried forward, £	1,599 13 0	71,492 11 9

ACCOUNT of RECEIPTS

CHARGE.	£	s.	d.	£	s.	d.
Brought forward, . .	2,037	17	8	650,409	10	2
AMOUNT OF SCHOOL FEES—*continued.*						
BALLYMENA MODEL SCHOOL, Co. ANTRIM, . .	157	10	0			
BELFAST MODEL SCHOOL, Co. ANTRIM, . . .	824	19	6			
CLONMEL MODEL SCHOOL, Co. TIPPERARY, . .	131	17	5			
COLERAINE MODEL SCHOOL, Co. LONDONDERRY, .	155	17	2			
CORK MODEL SCHOOL, Co. CORK, ...	479	19	2			
DUNMANWAY MODEL SCHOOL, Co. CORK, . . .	131	4	6			
ENNISCORTHY MODEL SCHOOL, Co. WEXFORD, . .	69	18	4			
ENNISKILLEN MODEL SCHOOL, Co. FERMANAGH, .	193	14	11			
GALWAY MODEL SCHOOL, Co. GALWAY, . . .	119	5	10			
KILKENNY MODEL SCHOOL, Co. KILKENNY, . .	139	5	5			
LIMERICK MODEL SCHOOL, Co. LIMERICK, . .	178	16	0			
LONDONDERRY MODEL SCHOOL, Co. LONDONDERRY, .	285	16	1			
Carried forward, . £	4,906	2	0	650,409	10	2

and DISBURSEMENTS—*continued.*

Schod.	DISCHARGE.	£ s. d.	£ s. d.
	Brought forward, . .	1,599 13 0	71,492 11 9
D 5.	BALLYMENA DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . . £959 13 6		
	General Expenditure, ... 38 13 5	998 6 11	
	BELFAST DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . . £4,012 7 8		
	General Expenditure, ... 334 11 4	4,346 19 0	
	CLONMEL DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . . £710 6 0		
	General Expenditure, ... 74 4 2	784 10 2	
	COLERAINE DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . . £864 5 5		
	General Expenditure, ... 40 10 9	904 16 2	
	CORK DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . £1,660 4 2		
	General Expenditure, ... 113 19 0	1,774 3 2	
	DUNMANWAY DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . . £857 3 2		
	General Expenditure, ... 53 15 1	910 18 3	
	ENNISCORTHY DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . . £293 14 4		
	General Expenditure, ... 40 7 2	334 1 6	
	ENNISKILLEN DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . . £868 4 7		
	General Expenditure, ... 121 11 1	989 15 8	
	GALWAY DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . . £680 11 11		
	General Expenditure, ... 64 15 11	745 7 10	
	KILKENNY DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . . £726 6 5		
	General Expenditure, ... 117 7 0	843 13 5	
	LIMERICK DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . . £1,001 15 9		
	General Expenditure, ... 121 4 9	1,123 0 6	
	LONDONDERRY DISTRICT MODEL SCHOOL:		
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . . £1,423 3 10		
	General Expenditure, ... 167 8 11	1,590 12 9	
	Carried forward, . . £	16,945 18 4	71,492 11 9

C

ACCOUNT of RECEIPTS

CHARGE.	£	s.	d.	£	s.	d.
Brought forward, . .	4,906	2	0	650,409	10	2
AMOUNT OF SCHOOL FEES—*continued.*						
NEWRY MODEL SCHOOL, Co. DOWN, ...	252	17	8			
NEWTOWNARDS MODEL SCHOOL, Co. DOWN, . .	199	0	11			
SLIGO MODEL SCHOOL, Co. SLIGO, ...	235	19	5			
TRIM MODEL SCHOOL, Co. MEATH, ...	73	11	5			
WATERFORD MODEL SCHOOL, Co. WATERFORD, .	197	0	5			
BALLYMONEY MODEL SCHOOL, Co. ANTRIM, . .	170	5	0			
CARRICKFERGUS MODEL SCHOOL, Co. ANTRIM, .	172	14	5			
LURGAN MODEL SCHOOL, Co. ARMAGH, . . .	206	16	4			
MONAGHAN MODEL SCHOOL, Co. MONAGHAN, .	168	5	8			
NEWTOWNSTEWART MODEL SCHOOL, Co. TYRONE, .	74	0	9			
OMAGH MODEL SCHOOL, Co. TYRONE, . .	209	16	8			
PARSONSTOWN MODEL SCHOOL, KING'S COUNTY, .	137	14	7			
				7,004	5	3
Carried forward, £	—			657,413	15	5

and DISBURSEMENTS—*continued.*

Schod.	DISCHARGE.	£	s.	d.	£	s.	d.
	Brought forward, . .	16,945	18	4	71,492	11	9
D 5.	NEWRY DISTRICT MODEL SCHOOL:						
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . . £1,000 12 6						
	General Expenditure, ... 68 14 3						
		1,069	6	9			
	NEWTOWNARDS DISTRICT MODEL SCHOOL:						
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . . £1,395 4 9						
	General Expenditure, ... 68 0 6						
		1,463	5	3			
	SLIGO DISTRICT MODEL SCHOOL:						
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . . £777 18 4						
	General Expenditure, ... 107 6 1						
		885	4	5			
	TRIM DISTRICT MODEL SCHOOL:						
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . . £575 9 10						
	General Expenditure, ... 44 10 11						
		620	0	9			
	WATERFORD DISTRICT MODEL SCHOOL:						
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . . £767 0 5						
	General Expenditure, ... 80 4 2						
		847	4	7			
					21,831	0	1
D 6.	MINOR MODEL SCHOOLS.						
	BALLYMONEY MINOR MODEL SCHOOL:						
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . . £937 12 0						
	General Expenditure, ... 39 7 2						
		976	19	2			
	CARRICKFERGUS MINOR MODEL SCHOOL:						
	Salaries and Allowances—Teachers and Monitors, ... £820 0 0						
	General Expenditure, ... 62 13 11						
		882	13	11			
	LURGAN MINOR MODEL SCHOOL:						
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . . £1,131 4 0						
	General Expenditure, ... 84 17 3						
		1,216	1	3			
	MONAGHAN MINOR MODEL SCHOOL:						
	Salaries and Allowances—Teachers and Monitors, ... £634 11 5						
	General Expenditure, ... 62 12 3						
		697	3	8			
	NEWTOWNSTEWART MINOR MODEL SCHOOL:						
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . . £490 11 5						
	General Expenditure, ... 36 4 1						
		526	15	6			
	OMAGH MINOR MODEL SCHOOL:						
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . . £906 9 2						
	General Expenditure, ... 76 5 5						
		982	14	7			
	PARSONSTOWN MINOR MODEL SCHOOL:						
	Salaries and Allowances—Teachers, Pupil-Teachers, and Monitors, . . . £597 19 11						
	General Expenditure, ... 39 13 9						
		637	13	8			
					5,920	1	9
	Carried forward, . £	—			99,243	13	7

ACCOUNT of RECEIPTS

Sched.	CHARGE.	£ s. d.	£ s. d.
	Brought forward, . .	—	657,413 15 5
F	AGRICULTURAL ESTABLISHMENTS.		
	RECEIPTS FOR SALES OF FARM PRODUCE, &c., FROM FARMS UNDER THE MANAGEMENT OF THE BOARD:—		
3	ALBERT MODEL FARM AND GARDEN, GLASNEVIN, CO. DUBLIN, ...	3,774 9 11	
4	ATHY SCHOOL FARM, CO. KILDARE, ...	558 18 4	
	BAILIEBOROUGH SCHOOL FARM, CO. CAVAN, ...	262 16 0	
	BALLYMONEY SCHOOL FARM, CO. ANTRIM, ...	239 2 1	
	BATH SCHOOL FARM, CO. MONAGHAN, ...	171 5 1	
	BELFAST (ULSTER) SCHOOL FARM, CO. ANTRIM, . . .	1,341 9 11	
	DERRYCASTLE SCHOOL FARM, CO. TIPPERARY, . . .	87 7 5	
	Carried forward, . £	6,435 8 9	657,413 15 5

and DISBURSEMENTS—*continued.*

Sched.	DISCHARGE.	£ s. d.	£ s. d.
	Brought forward, . .	—	99,243 13 7
D.	MODEL SCHOOLS:		
	Miscellaneous Expenditure, ...	—	202 2 10
7	Retiring Gratuities, ...	—	405 18 9
E.	NATIONAL SCHOOLS, &c.:		
1	Principal and Assistant Teachers' Salaries, £291,535 17 3	372,289 19 6	
	Do. Do. Results Fees, 80,754 2 3		
2	Workmistresses, ...	3,358 13 3	
3	Good Service Salaries, ...	4,934 11 8	
4	Monitors, ...	37,569 5 4	
5	Training Monitors, &c., ...	5,949 9 2	
6	Travelling Expenses, Teachers and Monitors for Examination,	950 12 1	
7	Gratuities to Teachers of Workhouse Schools, . . .	355 10 0	
8	Organizing Teachers, ...	807 16 4	
9	Retiring Gratuities, ...	5,988 9 6	
10	Navigation Teachers, &c., ...	130 0 0	
11	National Schools—Incidental Expenditure, . . .	33 16 4	
			432,368 3 2
F.	AGRICULTURAL ESTABLISHMENTS:		
1	General Superintendence and Inspection, ...	—	1,230 16 3
2	ALBERT AGRICULTURAL TRAINING DEPARTMENT:		
	Salaries and Wages, ...	453 2 3	
	Maintenance of Agricultural Pupils, &c., ...	1,298 18 5	
	General Expenditure, ...	482 8 6	
			2,234 9 2
3	ALBERT MODEL FARM AND GARDEN, CO. DUBLIN:		
	Purchase of Live Stock, Seeds, Implements, and General Farm Expenses, &c., ...	—	3,332 18 7
4	AGRICULTURAL SCHOOLS.		
	ATHY MODEL AGRICULTURAL SCHOOL:		
	Salary, &c., of Agriculturist, and Maintenance of Resident Agricultural Pupils, &c., £155 3 11		
	Purchase of Live Stock, &c., and General Farm Expenses, ... 443 3 6	598 7 5	
	BAILIEBOROUGH MODEL AGRICULTURAL SCHOOL:		
	Salary, &c., of Agriculturist, and Maintenance of Resident Agricultural Pupils, &c., £102 8 8		
	Purchase of Live Stock, &c., and General Farm Expenses, ... 228 14 11	331 3 7	
	BALLYMONEY MODEL AGRICULTURAL SCHOOL:		
	Salary, &c., of Agriculturist, and Maintenance of Resident Agricultural Pupils, &c., £103 7 9		
	Purchase of Live Stock and General Farm Expenses, ... 319 5 5	422 13 2	
	BATH MODEL AGRICULTURAL SCHOOL:		
	Salary of Agriculturist, ... £35 0 0		
	Purchase of Live Stock and General Farm Expenses, ... 244 11 8	279 11 8	
	BELFAST (ULSTER) AGRICULTURAL SCHOOL:		
	Salary, &c., of Agriculturist, and Maintenance of Resident Agricultural Pupils, . £141 1 11		
	Purchase of Live Stock and General Expenditure connected with the Literary and Agricultural Departments, . . . 949 13 8	1,090 15 7	
	DERRYCASTLE MODEL AGRICULTURAL SCHOOL:		
	Salary of Agriculturist, ... £31 10 0		
	Purchase of Live Stock and General Farm Expenses, ... 107 7 0	138 17 0	
	Carried forward, . . £	2,861 8 5	539,018 2 4

ACCOUNT of RECEIPTS

Sched.	CHARGE.	£	s.	d.	£	s.	d.
	Brought forward, . .	6,435	8	9	657,413	15	5
	RECEIPTS FOR SALES—*continued.*						
F 4.	DUNMANWAY SCHOOL FARM, Co. CORK, ...	116	17	0			
	FARRAHY SCHOOL FARM, Co. CORK, ...	267	14	7			
	GLANDORE SCHOOL FARM, Co. CORK, ...	125	17	6			
	GORMANSTOWN SCHOOL FARM, Co. TIPPERARY, . .	217	14	6			
	KILKENNY SCHOOL FARM, Co. KILKENNY, . . .	496	15	6			
	KYLE PARK SCHOOL FARM, Co. TIPPERARY, . . .	16	0	0			
	LEITRIM SCHOOL FARM, Co. LEITRIM, ...	21	2	3			
	LIMERICK SCHOOL FARM, Co. LIMERICK, . . .	725	19	9			
	MOUNT TRENCHARD SCHOOL FARM, Co. LIMERICK, . .	21	0	0			
	MUNSTER SCHOOL FARM, Co. CORK, ...	776	1	1			
	TEMPLEDOUGLAS SCHOOL FARM, Co. DONEGAL, . .	131	16	0			
	TERVOE SCHOOL FARM, Co. LIMERICK, ...	43	19	4			
	Carried forward, . . . £	9,396	6	3	657,413	15	5

and DISBURSEMENTS—*continued.*

Sched.	DISCHARGE.	£	s.	d.	£	s.	d.
	Brought forward, . .	2,861	8	5	539,018	2	4
F 4.	DUNMANWAY MODEL AGRICULTURAL SCHOOL:						
	Salary, &c., of Agriculturist, and Maintenance of Resident Agricultural Pupils, . £104 6 2						
	Purchase of Live Stock and General Farm Expenses, ... 121 2 1						
		225	8	3			
	ENNISKILLEN MODEL AGRICULTURAL SCHOOL:						
	Salaries, ... £27 0 0						
		27	0	0			
	FARRAHY MODEL AGRICULTURAL SCHOOL:						
	Salary, &c., of Agriculturist, . . . £52 0 5						
	Purchase of Live Stock and General Farm Expenses, ... 98 9 1						
		150	9	6			
	GLANDORE MODEL AGRICULTURAL SCHOOL:						
	Salary of Agriculturist, ... £6 12 8						
	Purchase of Live Stock and General Farm Expenses, ... 191 10 3						
		198	2	11			
	GORMANSTOWN MODEL AGRICULTURAL SCHOOL:						
	Salaries, &c., of Literary and Agricultural Departments, ... £244 8 8						
	Purchase of Live Stock and General Farm Expenses, ... 237 15 7						
		482	4	3			
	KILKENNY MODEL AGRICULTURAL SCHOOL:						
	Salary, &c., of Agriculturist, and Maintenance of Resident Agricultural Pupils, . . £263 14 3						
	Purchase of Live Stock and General Expenditure connected with the Literary and Agricultural Departments, . . . 409 2 2						
		672	16	5			
	KYLE PARK MODEL AGRICULTURAL SCHOOL:						
	Salary of Agriculturist, ... £32 10 0						
	Rent, ... 35 10 0						
		68	0	0			
	LEITRIM MODEL AGRICULTURAL SCHOOL:						
	Salary of Agriculturist, &c., ... £48 7 5						
	Purchase of Live Stock and General Farm Expenses, ... 46 2 11						
		94	10	4			
	LIMERICK MODEL AGRICULTURAL SCHOOL:						
	Salaries and Allowances, Agricultural Department, and Maintenance of Resident Literary and Agricultural Pupils, . . . £647 13 3						
	Purchase of Live Stock and General Expenditure connected with the Literary and Agricultural Departments, ... 358 12 11						
		1,006	6	2			
	MOUNT TRENCHARD MODEL AGRICULTURAL SCHOOL:						
	Rent, &c., ... £66 5 0						
		66	5	0			
	MUNSTER MODEL AGRICULTURAL SCHOOL:						
	Salaries, &c., of Agriculturist, and Maintenance of Resident Agricultural Pupils, &c., . £159 4 10						
	Purchase of Live Stock and General Expenditure connected with Literary and Agricultural Departments, ... 883 15 3						
		1,043	0	1			
	TEMPLEDOUGLAS MODEL AGRICULTURAL SCHOOL:						
	Salaries—Literary and Agricultural Departments, ... £79 15 0						
	Purchase of Live Stock and General Farm Expenses, ... 87 3 1						
		166	18	1			
	TERVOE MODEL AGRICULTURAL SCHOOL:						
	Purchase of Live Stock and General Farm Expenses, ...	59	17	8			
	Carried forward, . . . £	7,122	7	1	539,018	2	4

ACCOUNT of RECEIPTS

Sched.	CHARGE.	£	s.	d.	£	s.	d.
	Brought forward, . .	9,396	6	3	657,413	15	5
	RECEIPTS FOR SALES—*continued.*						
F 4.	WOODSTOCK SCHOOL FARM, Co. KILKENNY, ...	8	14	0			
	AGRICULTURAL SCHOOL under Local Management, Sundries,	1	5	0	9,406	5	3
	EXCHEQUER EXTRA RECEIPTS, payable to H.M. Exchequer:						
	Amount received for Books, School Requisites, and Apparatus sold to the National Schools in Ireland, at reduced prices, during the twelve months ended 31st March, 1876, . .	—			28,621	18	0
	Do., Miscellaneous, ...	—			3,818	9	10
	PRIVATE CONTRIBUTION FUND, being dividends on Legacies and Donations invested in Government Securities, . .	—			86	4	4
	INCOME TAX DUTY:						
	Per Assessor of Income Tax for the Establishment, being deductions under the head of Salaries, &c., . . .	—			479	11	7
	SUNDRY REPAYMENTS IN AID OF GENERAL ACCOUNT VOTE 1874-5, ...	—			117	9	4
	CONTRIBUTORY UNIONS: Results Fees Account, . . .	—			32,055	16	7
					£ 731,999	10	4

and DISBURSEMENTS—*continued.*

	DISCHARGE.	£	s.	d.	£	s.	d.
	Brought forward, . .	7,122	7	1	539,018	2	4
Sched. F 4.	WOODSTOCK MODEL AGRICULTURAL SCHOOL: Allowance to Agriculturist, ...	46	0	0			
	DUNLEWY MODEL AGRICULTURAL SCHOOL: Salary, &c., of Agriculturist, and General Expenditure, .	34	0	0			
	Agricultural Schools under Local Management, . . .	786	19	3			
					7,989	6	4
G.	BOOK AND SCHOOL APPARATUS DEPARTMENT:						
1.	Book Porters' Wages, ...	599	5	0			
2.	Contractors for Paper, Printing, and Binding of National School Books; and for Maps, Apparatus, and School Requisites, purchased from Publishers, ...	39,958	12	5			
					40,557	17	5
H.	POUNDAGE ON POST OFFICE ORDERS, ...	—			2,652	1	7
					590,217	7	8
	EXCHEQUER EXTRA RECEIPTS:						
	Amount paid over to the Exchequer for Books and Requisites,	—			26,260	11	2
	Do. for Model School Fees, ...	—			1,192	0	7
	Do. Miscellaneous, ...	—			1,195	5	0
	PRIVATE CONTRIBUTION FUND, ...	—			140	0	0
	COMMISSIONERS OF INCOME TAX: Payments of Deductions for Income Tax under the head of Salaries and Allowances, ...	—			503	4	5
	PARLIAMENTARY GRANT, 1874–5: Savings surrendered, ...	—			4,762	14	2
	CONTRIBUTORY UNIONS: Results Fees Accounts, . .	—			27,918	6	10
					652,189	9	10
	BALANCE on the 31st March, 1876, . . .	—			79,810	0	6
	JAMES CLARIDGE, *Accountant.*			£	731,999	10	4

JAMES KELLY,
WM. HOMAN NEWELL, } *Secretaries.*

Education Office, Dublin, 1876.

NAMES OF THE COMMISSIONERS

OF

NATIONAL EDUCATION IN IRELAND,

ACCORDING TO THE DATES OF THEIR RESPECTIVE APPOINTMENTS.

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His Grace The Duke of Leinster.
James Gibson, Esq., Q.C.
Right Hon. Mountifort Longfield.
Right Hon. the Lord O'Hagan.
Right Hon. James Henry Monahan.
Right Hon. Mr. Justice Lawson.
John Lentaigne, Esq., C.B.
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Right Hon. Lord Chief Justice Morris.
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DUBLIN: Printed by ALEXANDER THOM, 87 & 88, Abbey-street,
Printer to the Queen's Most Excellent Majesty.
For Her Majesty's Stationery Office.

THE REPORT

OF THE

PRESIDENT

OF

QUEEN'S COLLEGE, BELFAST,

FOR

THE YEAR ENDING OCTOBER, 1875.

Presented to both Houses of Parliament by Command of Her Majesty.

DUBLIN:
PRINTED BY ALEXANDER THOM, 87 & 88, ABBEY-STREET,
PRINTER TO THE QUEEN'S MOST EXCELLENT MAJESTY.
FOR HER MAJESTY'S STATIONERY OFFICE.

1876.

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THE REPORT

OF THE

PRESIDENT OF QUEEN'S COLLEGE, BELFAST,

FOR

THE YEAR ENDING OCTOBER, 1875.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,—

I have the honour of presenting to your Majesty the following Report regarding the condition of this College for the twelve months ending the 1st October 1875, embracing the Three Terms and the Summer Classes of that year. It affords me renewed satisfaction to be able to record the steady progress of the College, the diligence and advancement of the Students, the honors and emoluments many of them have won at home and abroad, the places of trust and importance a large number of them have been called to fill in their different professions and avocations, together with the impulse which this seat of learning continues to give to the cause of education throughout the country. During the year embraced in this Report, 393 Students attended the courses of lectures in the various departments of Arts, Medicine, Engineering, and Law, of whom 346 were matriculated and 47 non-matriculated. In the various testing examinations, whether those conducted within the walls of the College itself for Scholarships, Exhibitions and Prizes, or those of the Queen's University for its high distinctions and rewards, many of our Students during the past year have won positions for themselves which attest their past labours and exertions, whilst affording an encouraging earnest of their future usefulness and success in life. The Reports of the Civil Service Commissioners and of different governmental authorities, at home and abroad, continue to afford most satisfactory testimony that the Students of this College still hold their place amongst those of the other Universities of the Empire, not only in the arenas of scientific and literary competition, but in the practical work afterwards assigned to them in the various departments of the Public Service. Referring to the subjoined Tables, which I think it important to publish, I beg permission to advert to the progress this College has made since its inauguration. The entire number of separate Students who entered, studied, and completed their courses in the College, since its opening at the end of 1849,

amounts to 2,871. Of these, 854 appeared on the rolls during the first ten years of its existence; during the next ten years 1,218 were enrolled and attended their courses, showing an increase during the second decade, of 364 distinct entries as compared with the former; and taking into account the entries of the last five years, we have a gross result for the last fifteen years of 1,810.

I.—Numbers and Religious Persuasions* of Students attending Lectures in Queen's College, Belfast, in each Session from its opening.

Sessions.	Matriculated	Non-Matriculated.	Total.	Church of Ireland.	Roman Catholic.	Presbyterian.	Methodist.	Independent.	Various.	Total.
1849–50, . .	90	105	195	33	5	145	4	1	7	195
1850–51, . .	110	75	185	33	10	136	4	1	1	185
1851–52, . .	120	69	189	40	14	129	5	–	1	189
1852–53, . .	101	53	154	33	15	100	4	–	2	154
1853–54, . .	114	54	168	36	14	107	6	–	5	168
1854–55, . .	118	65	183	34	14	131	3	–	1	183
1855–56, . .	119	74	193	33	19	131	5	2	3	193
1856–57, . .	136	58	194	35	14	131	3	2	9	194
1857–58, . .	153	54	207	31	14	154	4	1	3	207
1858–59, . .	160	63	223	45	14	153	8	2	1	223
Average of first 10 years,	122·1	67	189·1	35·3	13·3	131·7	4·6	·9	3·3	189·1
1859–60, . .	199	58	257	43	16	184	8	2	4	257
1860–61, . .	239	73	312	57	22	216	7	–	10	312
1861–62, . .	299	76	375	59	17	266	13	4	16	375
1862–63, . .	335	53	388	61	24	275	11	3	14	388
1863–64, . .	340	47	387	63	26	261	10	3	24	387
1864–65, . .	356	49	405	58	22	285	9	1	30	405
1865–66, . .	360	53	413	60	19	281	13	2	38	413
1866–67 . .	357	30	387	57	19	225	18	1	67	387
1867–68, . .	357	33	390	59	16	233	25	2	55	390
1868–69, . .	330	38	368	51	15	220	26	2	54	368
Average of second 10 years,	317·2	51	368·2	56·3	19·6	244·6	14·0	2·0	31·2	368·2
1869–70, . .	328	25	353	57	18	214	19	3	42	353
1870–71, . .	337	43	380	76	14	226	22	4	38	380
1871–72, . .	325	33	358	80	17	203	12	1	45	358
1872–73, . .	328	23	351	79	15	203	21	1	32	351
1873–74, . .	344	31	375	87	17	201	26	2	42	375
1874–75, . .	346	47	393	85	11	223	24	3	47	393

* I have thought it right to classify the students of the various Churches as they designate themselves in the forms filled up by them at entrance.

II.—Numbers and Religious Persuasions of Students who have entered Queen's College, Belfast, in each year since its opening.

Sessions.	Matriculated.	Non-Matriculated.	Total.	Church of Ireland.	Roman Catholic.	Presbyterian.	Methodist.	Independent.	Various.	Total.
1849–50, . .	90	105	195	33	5	145	4	1	7	195
1850–51, . .	51	42	93	15	7	68	1	–	2	93
1851–52, . .	42	40	82	25	7	47	2	–	1	82
1852–53, . .	31	23	54	16	7	28	2	–	1	54
1853–54, . .	39	23	62	14	5	36	3	–	4	62
1854–55, . .	41	38	79	13	6	56	2	–	2	79
1855–56, . .	33	29	62	17	5	36	2	2	–	62
1856–57, . .	40	28	68	18	4	40	1	–	5	68
1857–58, . .	43	28	71	8	6	55	2	–	–	71
1858–59, . .	51	37	88	24	8	51	4	1	–	88
Entered first 10 years,	461	393	854	183	60	562	23	4	22	854
1859–60, . .	66	24	90	14	6	64	4	–	2	90
1860–61, . .	96	41	137	29	13	85	3	–	7	137
1861–62, . .	114	38	152	27	5	101	6	3	10	152
1862–63, . .	115	22	137	23	12	92	5	–	5	137
1863–64, . .	109	18	127	25	5	86	3	–	7	127
1864–65, . .	108	27	135	22	6	97	3	–	7	135
1865–66, . .	88	30	118	17	7	83	5	–	6	118
1866–67, . .	95	12	107	16	6	61	10	–	14	107
1867–68, . .	90	22	112	20	5	63	1	1	22	112
1868–69, . .	79	24	103	16	7	60	6	2	12	103
Entered in second 10 years,	960	258	1,218	209	72	792	46	7	92	1,218
Total in 20 years,	1,421	651	2,072	392	132	1,354	69	11	114	2,072
1869–70, . .	83	15	98	23	8	54	4	1	8	98
1870–71, . .	84	30	114	36	2	57	8	1	10	114
1871–72, . .	78	25	103	28	6	50	5	1	13	103
1872–73, . .	99	14	113	33	6	60	9	–	5	113
1873–74, . .	98	25	123	28	6	63	13	2	11	123
1874–75, . .	100	31	131	33	3	78	5	–	12	131
	1,963	*791	2,754	573	163	1,716	113	16	173	2,754†

III.—Return of the Number of Medical Students in attendance in each Session.

Session.	Matriculated.	Non-Matriculated.	Total.	Session.	Matriculated.	Non-Matriculated.	Total.
1849–50,	28	27	55	1862–63,	89	33	122
1850–51,	20	35	55	1863–64,	110	33	143
1851–52,	25	39	64	1864–65,	126	25	151
1852–53,	29	33	62	1865–66,	130	29	159
1853–54,	29	37	66	1866–67,	157	17	174
1854–55,	39	36	75	1867–68,	163	18	181
1855–56,	33	48	81	1868–69,	150	24	174
1856–57,	36	25	61	1869–70,	145	22	167
1857–58,	35	32	67	1870–71,	168	26	184
1858–59,	45	34	79	1871–72,	162	25	187
1859–60,	56	39	95	1872–73,	174	14	188
1860–61,	70	46	116	1873–74,	175	30	205
1861–62,	81	48	129	1874–75,	184	36	220

* Of the 791 who entered as non-matriculated Students, 171 afterwards passed a matriculation examination. The College Register contains 2,130 matriculated and 624 non-matriculated, in all 2,754 students.

† Adding the return for the present incomplete Session, 1875–76, 2,871 Students have been enrolled since the opening of the College, and 336 are now in attendance.

[*Text of President's Report continued, p. 9.*]

IV.—Return of the Number of Students attending in the several Faculties during the Session 1874–75.

Arts,		119
Civil Engineering,		16
Law,		18
Medicine—Matriculated,	184	220
,, Non-matriculated,	36	
Various—Matriculated,	14	25
,, Non-matriculated,	11	
		398
	Less	5 Duplicates.
		393

V.—Return showing the Number of Students attending the Lectures of each Professor in each year since the opening of the College.

Professor of	1849-50.	1850-51.	1851-52.	1852-53	1853-54.	1854-55.	1855-56.	1856-57.	1857-58.	1858-59.	1859-60.	1860-61.	1861-62.
Greek,	71	74	46	23	32	38	43	36	44	58	77	100	140
Latin,	63	72	44	25	32	35	40	29	44	54	72	94	139
Mathematics,	86	70	51	36	42	44	45	52	55	62	78	95	106
English,	52	46	53	35	44	44	51	43	56	65	73	100	116
Modern Languages,	62	56	41	31	34	52	43	52	56	63	78	150	177
Celtic,	The Lectures open to the public.												
Natural Philosophy,	48	43	61	29	40	35	35	37	43	34	46	95	95
Natural History,	12	49	75	52	58	68	58	69	62	87	84	77	77
Mineralogy,	*–	6	14	13	15	13	9	20	13	11	16		
Logic & Metaphysics,	3	–	45	39	44	45	43	51	46	54	44	79	106
Chemistry,	40	56	75	53	62	70	60	76	68	88	99	82	106
Engineering,	10	13	15	9	12	12	8	17	16	11	16	14	16
Agriculture & Medical Jurisprudence,	13	21	24	14	22	17	16	20	25	22	27	21	24
Anatomy,	35	44	55	61	53	63	65	46	52	68	81	101	107
Medicine,	9	17	17	12	15	18	33	27	19	22	29	25	42
Surgery,	24	15	26	29	28	30	48	32	30	29	39	51	53
Midwifery,	14	10	12	16	17	18	24	13	7	17	14	26	36
Materia Medica,	11	14	16	17	17	23	25	11	18	22	27	33	38
English Law,	17	16	17	15	11	15	10	14	12	13	11	16	14
Jurisprudence,	11	11	23	10	19	11	15	12	27	20	23	19	20

Professor of	1862-63.	1863-64.	1864-65.	1865-66.	1866-67.	1867-68.	1868-69.	1869-70.	1870-71.	1871-72.	1872-73.	1873-74.	1874-75.
Greek,	157	120	133	118	74	72	73	64	68	62	61	72	73
Latin,	149	113	118	112	96	86	89	87	77	66	72	83	91
Mathematics,	122	111	113	98	80	64	97	84	68	66	67	72	64
English,	135	125	128	113	102	91	91	86	74	72	69	70	78
Modern Languages,	150	125	146	151	150	142	128	137	129	128	130	142	155
Celtic,	Vacant.												
Natural Philosophy,	104	106	102	116	113	108	149	–	102	104	89	113	136
Natural History, Mineralogy,	83	112	121	101	97	118	105	86	120	110	103	105	115
Logic & Metaphysics,	114	103	91	116	101	81	81	59	65	40	52	65	61
Chemistry,	101	104	122	104	127	122	122	106	119	122	118	130	129
Engineering,	25	30	31	29	27	24	28	25	18	23	23	24	18
Agriculture & Medical Jurisprudence,	22	–	–	–	–	–	–	–	–	–	–	–	–
		25	30	30	35	33	35	34	41	37	38	33	47
Anatomy,	105	114	132	138	155	158	167	151	194	169	174	180	196
Medicine,	27	36	44	48	67	69	57	61	68	57	50	59	53
Surgery,	54	47	59	55	77	79	75	63	73	78	81	82	68
Midwifery,	22	34	19	23	36	37	48	38	45	43	39	28	37
Materia Medica,	37	29	38	47	47	38	46	31	46	46	52	47	51
English Law,	12	12	14	19	13	20	17	23	30	21	28	27	22
Jurisprudence,	29	27	31	34	26	24	29	33	37	36	29	38	22

This return is given more fully in detail in the Appendix, pp. 16, 17.

The return of Lectures delivered in each Session appears in pp. 22, 23 of the Appendix.

The introduction in the Appendix of a general outline of the systematic courses pursued in this College in its various departments will convey some idea of what is required not only by the Council of the College, but also by the Regulations and Ordinances of the Queen's University in Ireland. A perusal of the subjoined sketch will make it obvious that the founders of the Queen's Colleges adopted a system of instruction which keeps steadily in view, in all our collegiate and university arrangements, the true idea of sound education, viz. :—the culture and discipline of the mind in mastering and understanding everything valuable and elevating in ancient and modern literature, and in the fundamental principles also, together with the experiments and inductions, of modern science and philosophy. It will be inferred from the outline here subjoined, as well as from the digest of courses and subjects given in the Appendix, that teaching and experiments, and the constant examination of the Students, with their close attendance on Lectures, are indispensable requirements, from the time of matriculation to the period of graduation. Preparation for mere examining Boards may be obtained by systems of cramming, constructed by persons of poor ability and slender reputation from the works and labours of superior men, but in the end they are found to be superficial, injurious to the cause of science, and to the permanent advancement of the youths, many of whom prefer pure grinding to the processes of mental training and patient investigation required by our universities. The abuses arising from the substitution of what is flimsy and of temporary utility for what is solid, substantial, and lasting, are becoming so manifest that some remedy must speedily be applied. I invite attention to a synopsis of the courses laid down by the Council, and rigidly pursued by the Students of this College, and in doing so I express my decided conviction that the success of the young men of this College, who have not only highly distinguished themselves at examinations in the different departments of the Civil Service, but by their subsequent promotion (in many instances very remarkable), must be ascribed to the excellence of our curricula, as foundations of knowledge and of individual and public advantage, both being the natural results.

Immediately after the passing of the Queen's Colleges Act in 1846, introduced into Parliament by their illustrious founders, Sir Robert Peel and Sir James Graham, it became apparent not only to them but to Lord Heytesbury, then Lord Lieutenant of Ireland, that the granting by a Charter of full University privileges and benefits to the Queen's Colleges became necessary for the advancement and encouragement of learning in Ireland; and His Excellency, accordingly, summoned the Board of Presidents and Vice-Presidents then existing, and gave us full instructions for carrying out this important object. The Earl of Clarendon afterwards (during his life the first Chancellor appointed by your Majesty) devoted his great energies to inaugurate the Colleges in 1849, and the Queen's University, aggregating the three Colleges of Belfast, Cork, and Galway, in 1850. The result of this Act of

University Incorporation fully justifies its expediency and wisdom, as the subjoined Returns will afford abundant proof.

TOTAL NUMBER of INDIVIDUAL GRADUATES, etc., from QUEEN'S COLLEGE, BELFAST, to October, 1875, inclusive, . . .	839
Divided thus—	
Bachelors in Arts, ...	537
This number includes Masters in Arts, Doctors in Laws, and Bachelors in Laws, who are all Bachelors in Arts.	
The Diploma of Elementary Law has not been awarded to any Student from Belfast who is not also a Bachelor in Arts.	
Doctors in Medicine, ...	294
This number includes the Degrees of Master in Surgery and the Diplomas in Midwifery, which are only conferred on Doctors in Medicine.	
B.E. and Diploma in Engineering, ...	54
Dip. Agriculture, ...	4
	889
As 48 Doctors in Medicine and 2 Bachelors in Engineering are also Bachelors in Arts, the number of individual Graduates from Belfast to October, 1875, inclusive, is	50 / 839
As of the total number of Graduates from Queen's College, Belfast, 80 passed some portion of their Undergraduate career at one or both of the other Queen's Colleges, the number of Graduates educated at Belfast solely is 759.	

It may be interesting to give here the following denominational returns of Students attending the Colleges of the Queen's University in the Session 1874, taken from the Calendar of the Queen's University—

Church of Ireland, ...	238
Roman Catholics, ...	217
General Assembly Presbyterians, ...	248
Other Denominations, ...	78
	781

In the midst of many difficulties and discouragements, it will be seen that these Colleges, holding their successful and onward course, afford a striking proof of the perfect practicability of united secular and separate religious instruction, combining, as they do, distinguished Professors of various persuasions and sentiments with a mass of Students who imbibe by example, and insensibly, those social qualities of mutual concession and co-operation which are essential to the advancement of any country in prosperity and happiness.

By a constant, free interchange of sentiment on the part of the authorities of the College, its administration has ever been faithfully kept on the broad lines of its comprehensive foundation, and thus has happily been preserved from every stain or imputation of sectarianism.

I beg most respectfully to express, on the part of this College, our cordial thanks to the Government for having restored to each

of the three Colleges the original grant of £1,600 a year for the maintenance of their several departments, especially those of the Library, Museum, and the Philosophical Sections. The relief that this wise and necessary act has afforded is already felt and appreciated throughout the College. The Library, aided by this and some munificent private contributions, both of money and of authors, will now begin to assume the proportions that a great public depository of valuable books of general interest, and of science, literature, and art ought to have, both in its connexion with the Queen's College and University, and with this great, intelligent, and manufacturing province of Ulster; the Library being always open to any respectable person properly introduced. The voluminous copies of Parliamentary Patents, lodged in the Library from time to time, under the sanction of Government, for the inspection of the public, are rapidly filling our available shelves, so that I expect soon to have the pleasing duty of applying to the Board of Public Works for an extension of the Library buildings.

I hope in my next Report to record, as having been effected by the Government, other acts of liberality and justice towards this and the other Colleges, proving the determination of our rulers to place these institutions on a sound and satisfactory foundation, enabling their authorities and administrators with increased efficiency to diffuse the blessings of knowledge and enlightenment amongst all classes of your Majesty's subjects.

All the Scholarships and Prizes at the disposal of the Council for the year 1874-75 were duly awarded. It may remove a misapprehension regarding the Scholarships founded by your Majesty in this College to state that in all the departments they are annually competed for, with the exception of those obtained by the Scholars of the Second Year in Arts, which are tenable for two years. In no instance is a Scholarship awarded, unless on the ground of sufficient merit shown at the examination by the candidate.

It is gratifying to record, that in addition to our Royal Scholarships supported by the grant on the Consolidated Fund, several very valuable Scholarships in connexion with this College have been founded from time to time by private benefaction. Amongst these are the three Sullivan Scholarships, founded by the will of the late Dr. Sullivan, tenable for three years, value £40 each; the two Porter Scholarships, tenable for two years, value £50 each; the two Dunville Studentships, tenable for two years, the first year value £45, and the second year value £100 each; such share of the twenty-two University Exhibitions and Prizes, founded by the public and the munificence of Sir Robert Peel, as may be obtained by the Students of this College in competition with those of Cork and Galway; Exhibitions founded in this College by the Royal Academical Institution, and the Methodist College; and a recent benefaction of two Pakenham Scholarships, tenable for two years, value £25 each, founded by the Reverend Arthur Hercules Pakenham, one *in memoriam* the late Major-General the Honorable Sir Hercules Robert Pakenham, the other *in memoriam* the Honorable Emily Lady Pakenham.

I feel it my duty once more to advert to an important matter connected with the Queen's Colleges in Ireland, and which has been frequently brought under the notice of your Majesty's Government, namely, the expediency of granting to the Graduates of the Queen's University the privilege of franchise, so as to be represented in Parliament. This University now commands a very large constituency, rapidly increasing, and the Graduates, being educated men, are not inferior to any others for general intelligence. They naturally complain that their University is the only one in the empire left without a representative willing and able to advocate their cause, and sustain the educational interests of the University.

Last year I published the Reports of the Deans of Residences regarding the performance of their duties, and I then expressed concurrent satisfaction with them that the extension of Summer Classes in the College had enabled me to afford additional opportunities to these functionaries for giving, within the walls of the College, religious instruction to the Students of their respective denominations. This year the Deans presented their separate Reports to the Court of Visitors at the last triennial Visitation, and I have reason to know that these gentlemen continue to avail themselves of the increased opportunities they now possess.

I have long been impressed with the conviction that as this College possesses an admirable Chemical Laboratory the great mechanical and economic demands of the period and the country make it necessary that we should possess increased facilities for the illustration of the more strictly applied and practical sciences. Dr. Everett, the Professor of Natural Philosophy, has furnished me with an account of the immense work he finds it necessary to be done by the Students in his department. In the Appendix I print his memorandum respecting the arrangements for teaching Natural Philosophy elsewhere. Mr. Fuller, the Professor of Engineering, is at present most usefully engaged in extending the mechanical appliances of his department.

Various returns will be found given at full length in the subjoined Appendix—viz., statements of the fees paid to each Professor, of the number of Students in each class, of the number of lectures delivered from the different chairs, together with the accounts of expenditure, an enlarged digest of subjects, &c., and the papers used at the various examinations during the past session.

All of which, on behalf of this College, is testified by your Majesty's most dutiful servant,

P. SHULDHAM HENRY,
President.

QUEEN'S COLLEGE BELFAST,
29*th February*, 1876.

APPENDIX.

APPENDIX, No. 1.

Appendix, No. 1.

Queen's College, Belfast, and Queen's University.

Queen's College, Belfast, and Queen's University.

The College is a Corporation under the name and style of "Queen's College Belfast." It was founded under the provisions of the Act 8 & 9 Victoria, cap. 66, intituled "An Act to enable Her Majesty to endow new Colleges for the Advancement of Learning in Ireland." Under the powers given by this Act, it was determined to found three Colleges. Belfast, Cork, and Galway, were selected as the sites of these Colleges, and on the 30th day of December, 1845, letters patent were issued, incorporating them. The Presidents and Vice-Presidents of the three Colleges were formed into a Board, called "The Board of Queen's Colleges," for the purpose of drawing up the statutes and arranging the system of education to be pursued in them.

On the 4th of August, 1849, the Professors were appointed, and the Colleges opened for the reception of students on the 30th October, in the same year.

Letters patent, constituting the statutes, were issued on the 11th of December, 1849, and a further charter was issued in the year 1863.

The Council of the College.

The President.
The Vice-President.
C. D. Yonge, M.A., Professor of History and English Literature.
J. Cuming, M.D., Professor of Medicine.
Joseph D. Everett, M.A., D.C.L., Professor of Natural Philosophy
C. MacDouall, LL.D., Professor of Greek.
J. Purser, M.A., Professor of Mathematics.
John Park, M.A., Professor of Logic and Metaphysics.

Professors.

The Greek Language,	Charles MacDouall, LL.D., M.R.A.S.
The Latin Language,	William Nesbitt, M.A.
History and English Literature,	Charles Duke Yonge, M.A. Oxon.
Modern Languages,	A. L. Meissner, PH.D.
Mathematics,	John Purser, M.A., M.R.I.A.
Natural Philosophy,	Joseph David Everett, M.A., D.C.L.
Chemistry,	Thomas Andrews, M.D., F.R.S., M.R.I.A., Hon F.R.S.E.
Natural History,	Robert O. Cunningham, M.D., F.L.S.
Logic and Metaphysics,	John Park, M.A.
Civil Engineering,	George Fuller, C.E.
Agriculture,	John F. Hodges, M.D., F.C.S.
Anatomy and Physiology,	Peter Redfern, M.D. Lond., F.R.C.S.
Practice of Medicine,	James Cuming, M.D.
Practice of Surgery,	Alexander Gordon, M.D.
Materia Medica,	James Seaton Reid, M.D.
Midwifery,	R. F. Dill, M.D.
English Law,	Echlin Molyneux, A.M.
Jurisprudence and Political Economy,	T. E. Cliffe Leslie, LL.B.

Appendix, No. 1.

Queen's College, Belfast, and Queen's University.

Office Bearers.

Curator of Museum,	The Professor of Min., Geo., and Nat. Hist.
Registrar,	Rev. Richard Oulton, B.D.
Librarian,	Rev. George Hill.
Bursar,	John Wylie, Esq.

Deans of Residences.

		Appointed.
General Assembly of the Presbyterian Church in Ireland,	Rev. Josias Leslie Porter, D.D., LL.D.,	1866
Church of Ireland,	Rev. Samuel E. Busby, LL.D.,	1872
Wesleyan Methodists,	Rev. Robinson Scott, D.D.,	1873
Irish Association of Non-Subscribing Presbyterians,	Rev. John Scott Porter,	1874

The Deans are designated as they wish themselves to be called.

The students of the College are either Matriculated or Non-matriculated. All the courses for Matriculated students in Arts, including the Department of Civil Engineering, and also in the Faculties of Medicine and of Law, will be found in the Calendar, which is published annually.

Non-matriculated students, on paying the regulated class fees, and signing an engagement to observe order and discipline in the College, are permitted, without undergoing a preliminary examination, to attend any separate course or courses of Lectures; but are not permitted to become candidates for Scholarships or Prizes, or to enjoy other privileges of the Matriculated students.

Students in any of the Faculties can be admitted *ad eundem* from the other Queen's Colleges, or from any University capable of granting degrees.

Collegiate Scholarships.

In the Faculty of Arts—30 Junior Scholarships, of £24 each, are awarded to Undergraduates—15 for proficiency in Literature, and 15 for proficiency in Science; also, 8 Senior Scholarships, of £40 each, to Graduates, one being limited to students who have also completed the course for the degree of LL.B.; and 5 Scholarships, of £20 each, to Engineering Students.

In the Faculty of Medicine—8 Junior Scholarships, of £25 each, are awarded.

In the Faculty of Law—3 Junior Scholarships, of £20 each, are awarded.

Scholarships awarded in the several Faculties, 1874–75.

7 Senior Scholarships awarded.
22 Junior Scholarships in Arts awarded.
3 Engineering Scholarships.
8 Medical Scholarships.
4 Law Scholarships.

1873–74.

8 Senior Scholarships awarded.
19 Junior Scholarships in Arts awarded.
3 Engineering Scholarships.
8 Medical Scholarships.
4 Law Scholarships.

By an order of Her Majesty in Council, of 21st May, 1855, applying to the Civil Service, it is ordained that "every person nominated to a junior situation should obtain a certificate of qualification before entering on his duties." The ordinary classes in Queen's College embrace the branches required in the Examinations for the Civil Service, and also in the Examination for students intending to become candidates for commissions in the Royal Artillery and Engineers, and for appointments to the Civil Service of India, both of which are now thrown open to public competition.

Queen's University in Ireland.

The charter founding the Queen's University in Ireland received the Royal sanction in the year 1850, and it provides that its Senate should have the power of conferring upon the students of the Queen's Colleges of Belfast, Cork, and Galway, such degrees and distinctions, in the Faculties of Arts, Law, and Physic, as are granted and conferred in other Colleges and Universities of Great Britain and Ireland. It further ordains that any of the students of the three Queen's Colleges, who shall have obtained such degrees in any of the several Faculties of Arts, Medicine, and Law, as shall be conferred by the Chancellor and Senate of the Queen's University, shall be fully possessed of all such rights, privileges, and immunities, as belong to similar degrees granted by other Universities or Colleges, and shall be entitled to whatever rank and precedence is derived from similar degrees granted by other Universities.

By the charter of the Queen's University, candidates for Degrees in Medicine are required to have attended *at least two courses of Medical Lectures* in some one of the Queen's Colleges. For the remainder of the courses of Medical Lectures, authenticated certificates will be received from the Professors or Lecturers in Universities, Colleges, or Schools, recognised by the Senate of the Queen's University in Ireland.

The Chancellor and Senate also have the power of admitting, by special grace, Graduates of other Universities to similar and equal degrees.

In order to obtain a degree or diploma in the Queen's University it is necessary to enter the College as a Matriculated Student, to pass the entrance or Matriculation Examination, and to pursue a fixed course of study.

The Matriculated Students may be classified as follow:—

I.	Those intending to proceed to the		Degrees of A.B. and A.M.
II.	,,	,,	Degree of M.D.
III.	,,	,,	Diploma of Elementary Law.
IV.	,,	,,	Degrees of LL.B. and LL.D.
V.	,,	,,	Diploma of Civil Engineering.
VI.	,,	,,	Diploma of Surgery.

The Senate.

Chancellor.—His Grace the Duke of Leinster, M.A. (Oxon.)
Vice-Chancellor.—Sir Dominic J. Corrigan, Bart., M.D., Physician in Ordinary to the Queen in Ireland.
The Rev. P. Shuldham Henry, D.D., M.R.I.A., President Queen's College, Belfast.
Edward Berwick, B.A., President Queen's College, Galway.
Sir Richard Griffith, Bart., LL.D., M.R.I.A.
Major-General Sir Thomas Aiskew Larcom, R.E., K.C.B., LL.D., F.R.S., M.R.I.A., &c.
James Gibson, A.M., Q.C., M.R.I.A., Barrister-at-Law.
The Right Hon. James Henry Monahan.
The Right Honorable Sir Robert Peel, Bart., M.P.
The Right Reverend the Lord Bishop of Killaloe, D.D.
His Grace the Archbishop of Dublin, D.D.
The Lord Talbot de Malahide, F.R.S., M.R.I.A.
The Lord Clermont, D.L.
Right Honorable Lord Emly.
Right Honorable Lord O'Hagan.
Thomas William Moffett, LL.D., Professor of History, &c., and Logic, Queen's College, Galway.
David Ross, M.A., LL.B.
William K. Sullivan, PH.D., M.R.I.A., President, Queen's College, Cork.
William MacCormac, M.A., M.D.
Peter Redfern, M.D., F.R.C.S., Professor of Anatomy and Physiology, Queen's College, Belfast.
Maxwell Simpson, M.D., F.R.S., Professor of Chemistry, Queen's College, Cork.
Sir Robert Kane, LL.D., F.R.S.
Rev. R. Scott, D.D., F.R.S., F.R.A.S., Belfast.
Andrew M. Porter, B.A., Q.C.

Secretary.—G. Johnstone Stoney, M.A., F.R.S., F.R.A.S.—Office, Dublin Castle.

The Senate holds its sitting in Dublin Castle, where the examinations of the students of the three Colleges, for Graduation and University Exhibitions, are annually conducted by Examiners appointed by the Senate from year to year.

APPENDIX, No. 2.

RETURN of the NUMBER of STUDENTS attending each CLASS in the Queen's College, Belfast, in each Year.

CLASS.	SESSION.												
	1849, 1850.	1850, 1851.	1851, 1852.	1852, 1853.	1853, 1854.	1854, 1855.	1855, 1856.	1856, 1857.	1857, 1858.	1858, 1859.	1859, 1860.	1860, 1861.	1861, 1862.
Greek—1st year,	71	47	28	16	21	26	29	24	31	36	45	69	81
,, 2nd ,,	–	27	18	7	11	12	14	12	13	17	23	25	49
,, Higher,	–	–	–	–	–	–	–	–	–	5	4	4	7
Latin—1st year,	63	45	27	19	21	24	27	19	33	34	46	69	84
,, 2nd ,,	–	27	17	6	11	11	13	10	11	18	22	23	49
,, Higher,	–	–	–	–	–	–	–	–	–	2	3	2	6
The English Language,	52	46	28	20	24	28	31	24	36	41	49	72	85
History and English Literature, Senior ,, ,,	–	–	25	15	20	16	20	19	20	24	24	28	{5 {30
Modern Languages (French, German, Italian),	62	36	41	27	34	37	29	40	40	50	76	140	124
Senior ,,	–	20	28	16	15	15	19	12	16	13	17	10	54
The Celtic Languages,	*The Lectures in each Session open to the Public.*								–	–	–	–	–
Mathematics—1st year,	86	58	40	25	29	33	30	35	39	45	61	83	93
,, 2nd ,,	–	12	11	11	13	11	15	17	16	14	13	13	13
,, Higher,	–	–	–	–	–	–	–	–	–	4	6	3	–
Nat. Philosophy—Higher Class,	–	–	–	–	–	6	6	8	7	4	9	–	–
,, Mathematical Physics, &c.	32	32	46	24	29	23	24	19	26	25	24	64	67
,, Experimental Physics,	48	59	57	29	40	34	36	37	41	28	42	87	86
,, Practical Mechanics,	7	3	6	3	4	3	3	2	–	–	–	–	–
Natural Philosophy applied,	–	–	–	–	–	–	–	–	7	3	4	4	–
Chemistry,	37	53	63	44	51	60	50	70	60	74	81	64*	89
Practical Chemistry,	6	7	14	10	15	14	12	10	11	14	21	21	20
Laboratory,	–	6	8	8	9	9	10	15	10	11	10	12	15
Zoology,	12	34	35	29	31	43	31	43	34	63	56	37*	57
Botany,	12	49	46	35	37	46	36	44	34	62	55	40*	56
Physical Geography,	–	–	29	17	21	19	20	21	28	23	28	30	7†
Logic,	3	–	27	17	21	26	20	27	22	29	29	35	65
Metaphysics,	–	–	18	15	16	11	17	20	15	19	15	24	22
Higher Logic and Metaphysics,	–	–	6	7	7	8	6	7	9	8	–	–	10
Mineralogy and Geology,	*Public.*	6	14	13	15	13	9	20	13	11	16	7‡	11
Surveying,	10	9	9	6	6	9	4	–	–	7	12	–	–
Civil Engineering,	–	4	6	3	4	3	4	17	14	3	4	13	16
Theory of Agriculture,	11	8	7	2	6	5	5	4	7	7	7	6	6
Practice of Agriculture,	–	5	3	2	5	5	1	1	3	1	4	3	1
Diseases of Farm Animals,	–	5	3	2	5	5	1	1	4	2	3	2	1
Medical Jurisprudence,	2	8	14	10	13	8	10	15	16	13	17	14	18
Anatomy,	25	36	48	45	44	51	44	39	39	59	60	86	83
Practical Anatomy,	27	32	35	49	41	46	53	33	41	44	62	80	85
Practice of Medicine,	9	17	17	12	15	18	33	27	19	22	29	25	42
Practice of Surgery,	24	15	26	29	28	30	48	32	30	29	39	51	53
Materia Medica,	11	14	16	17	17	23	25	11	18	22	27	33	38
Midwifery,	14	10	12	16	17	18	24	13	7	17	14	26	36
Law of Property, Equity of Bankruptcy, Common and Criminal Law, Evidence and Pleading,	17	16	17	15	11	5	10	14	12	13	16	16	14
Jurisprudence and Political Economy, Arts,	–	–	12	2	9	6	8	2	18	9	7	10	8
Civil Law, Constitutional, Colonial, and International Law, Jurisprudence,	11	11	13	8	10	5	9	10	10	11	17	10	12
Arabic,	–	–	–	–	–	–	–	–	–	–	1	–	–
Hindustani,	–	–	–	–	–	–	–	–	–	–	2	3	2
Sanskrit,	–	–	–	–	–	–	–	–	–	–	6	3	4

* No Arts Students this Session, owing to change of Statutes.
† Not now required in third year Arts.
‡ No Engineering Students this Session, owing to change of Statutes.

Appendix, No. 2—*continued.*

Return of the Number of Students attending each Class in the Queen's College, Belfast, in each Year—*continued.*

Class.	Session.												
	1862, 1863.	1863, 1864.	1864, 1865	1865, 1866.	1866, 1867.	1867, 1868.	1868, 1869.	1869, 1870.	1870, 1871.	1871, 1872.	1872, 1873	1873, 1874.	1874, 1875.
reek—1st year,	83	66	79	63	49	47	43	41	37	37	36	46	45
,, 2nd ,,	63	44	40	49	21	19	24	11	22	19	18	18	22
,, Higher,	7	9	12	6	4	5	6	7	6	6	7	8	6
atin—1st year,	83	65	78	64	50	48	43	44	39	37	38	42	43
,, 2nd ,,	60	40	33	44	40	34	37	32	32	21	26	31	40
,, Higher,	6	8	7	4	6	7	9	11	6	7	8	10	8
he English Language,	85	70	89	67	49	46	43	45	37	36	37	46	44
istory,	8	6	4	4	5	9	6	16	12	19	18	14	9
nglish Literature,	41	52	48	42	52	41	32	35	39	27	25	22	25
odern Languages (French, German, Italian),	110	99	110	115	109	115	96	94	92	98	95	103	108
nior ,,	43	26	36	36	46	33	32	52	37	30	36	38	47
he Celtic Languages,	*The Lectures in each Session open to the Public.*								–	–	–	–	–
athematics—1st year,	102	85	92	75	62	58	66	57	44	50	46	57	47
,, 2nd ,,	15	20	17	19	12	22	24	22	17	10	9	13	12
,, Higher,	5	6	4	4	6	33	7	8	8	6	4	2	5
at. Philosophy—Higher Class,	–	–	5	4	–	9	5	7	3	4	4	3	4
,, Mathematical Physics, &c.	72	69	60	68	56	51	46	52	46	32	31	39	46
,, Experimental Physics,	94	95	87	120	104	90	85	78	86	90	78	102	124
atural Philosophy applied,	2	5	6	7	4	6	10	5	3	8	3	3	7
hemistry,	89	81	93	95	91	84	96	84	106	103	95	109	111
ractical Chemistry,	24	28	44	37	44	51	44	30	44	43	42	58	46
aboratory,	15	8	14	16	16	16	17	15	16	17	16	19	18
ology,	66	90	82	84	92	83	75	51	75	75	73	78	87
otany,	62	90	92	27	50	51	60	36	60	61	60	60	80
hysical Geography,	7	–	–	–	–	–	–	–	–	–	–	–	–
ogic,	66	57	49	68	52	43	46	38	40	29	32	31	43
etaphysics,	34	40	40	41	39	29	33	30	20	14	18	22	17
igher Logic,	12	25	14	24	33	22	21	15	15	9	7	12	3
ineralogy and Geology,	10	12	14	15	5	11	6	10	5	8	10	13	8
ngineering, 1st year,	11	15	15	14	12	8	13	11	5	12	13	14	5
ngineering, 2nd year, {lectures, practice,	11	8	12 12	10 9	8 8	10 10	4 4	9 9	8 8	3 3	4 4	7 7	5 5
ngineering, 3rd year, {lectures, practice,	3	7	7 7	7 7	7 5	6 6	9 10	5 5	3 3	8 8	6 6	3 3	8 8
heory of Agriculture,	6	–	–	–	–	–	–	–	–	–	–	–	–
ractice of Agriculture,	–	–	–	–	–	–	–	–	–	–	–	–	–
iseases of Farm Animals,	–	–	–	–	–	–	–	–	–	–	–	–	–
edical Jurisprudence,	16	25	30	28	35	33	35	34	41	37	38	33	47
natomy,	83	87	99	109	127	120	130	117	142	136	134	133	147
ractical Anatomy,	91	96	126	124	149	159	160	140	182	157	168	174	191
ractice of Medicine,	27	36	44	48	67	70	57	59	68	57	50	59	53
ractice of Surgery,	53	46	48	55	77	81	75	61	72	55	81	64	53
ateria Medica,	37	29	38	47	47	38	46	38	49	43	52	47	51
idwifery,	22	34	19	23	36	37	48	41	45	46	39	28	37
aw of Property, Equity and Bankruptcy, Common and Criminal Law, Evidence and Pleading,	12	12	14	19	13	20	17	24	27	21	28	27	22
olitical Economy, Arts,	18	17	20	15	16	8	10	14	12	9	6	12	13
Civil Law; Constitutional, Colonial, and International Law; Jurisprudence,	11	10	11	19	11	16	19	20	25	17	23	26	20
rabic,	–	–	–	–	–	–	–	–	–	–	–	–	–
ndustani,	3	–	–	–	–	–	–	–	–	–	–	–	–
nskrit,	5	4	4	–	–	–	–	–	–	–	–	–	–
perative Surgery,	11	2	–	16	23	12	10	17	13	23	23	36	29

Appendix, No. 3.

Return of amount of Fees.

APPENDIX,

RETURN of the AMOUNT of FEES received by each

Professer of	1849–50.	1850–51.	1851–52.	1852–53.	1853–54.	1854–55.
	£ s.	£ s.	£ s.	£ s.	£ s.	£ s.
Greek,	*88 10	83 0	50 0	27 5	38 5	46 5
Latin,	*73 15	79 0	50 10	31 5	38 5	44 5
English History and Literature.	50 5	50 5	47 10	31 5	43 5	45 5
Logic and Metaphysics,	6 0	–	§59 5	34 5	37 15	41 0
Mathematics,	116 15	97 10	69 15	43 0	54 10	59 0
Natural Philosophy,	79 5	70 15	99 10	47 0	73 15	76 15
Chemistry, Practical Chemistry,	85 5	104 0	117 5	91 10	111 10	131 15
Anatomy and Physiology. Practical Anatomy,	143 0	170 0	195 15	230 10	228 0	250 0
Natural History & Botany,	20 10	69 0	70 15	50 15	55 0	76 15
Modern Languages,	97 0	84 0	63 0	50 0	61 0	85 0
Mineralogy and Geology,	–	7 10	24 15	17 15	20 15	18 0
Jurisprudence and Political Economy.	20 0	21 0	35 15	18 15	28 0	14 10
English Law,	32 0	29 0	37 0	23 0	20 0	16 0
Civil Engineering,	16 0	24 10	22 0	14 0	17 15	21 0
Agriculture and Medical Jurisprudence.	15 10	41 0	49 5	22 0	46 0	32 15
Practice of Medicine,	17 0	31 0	32 0	18 0	30 0	30 0
Surgery,	41 0	21 10	36 0	51 0	43 0	43 0
Materia Medica,	22 0	28 0	26 0	29 0	33 0	43 0
Midwifery,	28 0	18 0	22 0	27 0	31 0	33 0
Teacher of Drawing,	–	–	–	–	–	–

Professor of	1862–63.	1863–64.	1864–65.	1865–66.	1866–67.	1867–68.
	£ s.	£ s.	£ s.	£ s.	£ s.	£ s.
Greek,	†187 15	†221 0	233 10	212 0	131 0	121 0
Latin,	185 15	211 0	220 10	202 0	167 0	152 0
English History and Literature.	164 5	163 10	162 10	131 10	143 10	130 10
Logic and Metaphysics,	134 10	173 10	143 0	183 10	184 10	140 10
Mathematics,	211 5	201 0	208 0	173 0	143 0	135 0
Natural Philosophy,	194 10	183 0	186 0	208 0	198 0	192 0
Chemistry, Practical Chemistry,	210 5	213 10	294 10	252 0	277 10	299 0
Anatomy and Physiology, Practical Anatomy,	‖425 10	‖453 10	567 10	544 0	643 14	652 8
Natural History & Botany,	120 5	157 0	170 0	144 0	154 0	165 0
Modern Languages,	270 15	231 0	278 0	247 0	268 0	280 0
Mineralogy and Geology,	20 10	22 0	25 0	24 0	9 0	20 0
Jurisprudence and Political Economy.	37 10	38 0	51 0	51 0	46 0	37 0
English Law,	21 0	18 0	20 0	25 0	23 0	35 0
Civil Engineering,	70 0	82 0	97 0	79 0	68 0	70 0
Agriculture and Medical Jurisprudence.	**36 15	48 0	55 0	48 0	67 0	63 0
Practice of Medicine,	46 0	59 0	74 0	77 0	103 0	103 0
Surgery,	96 11	73 0	82 0	94 0	137 0	144 0
Materia Medica,	70 0	59 0	73 0	83 0	86 0	71 0
Midwifery,	36 0	66 0	36 0	42 0	64 0	72 0
Teacher of Drawing,	–	–	–	–	–	–

* In the Session of 1849–50, Medical Students were required to attend the Greek and Latin Classes, but have since been exempt from attending either class.

† Besides for Sanskrit and Hindustani, 1859–60, £35; 1860–61, £22 10*s.*; 1861–62, £25; 1862–63, £32 10*s.*; 1863–64, £20; 1864–5, £20.

‡ Besides for Arabic in 1859–60, £5.

Queen's College, Belfast, October, 1875.

No. 3.

Appendix, No. 3.

Return of Amount of Fees.

Professor in the Queen's College, Belfast, in each Year.

1855-56.	1856-57.	1857-58.	1858-59.	1859-60.	1860-61.	1861-62.	Professor of
£ s.	£ s.	£ s.	£ s.	£ s.	£ s.	£ s.	
51 15	44 15	51 0	78 0	†93 5	†131 15	†186 0	Greek.
47 15	39 15	53 0	67 0	‡90 0	127 15	185 0	Latin.
59 5	43 15	57 10	69 0	94 15	117 5	155 10	English History and Literature.
41 15	48 5	46 15	68 10	39 0	58 10	106 5	Logic and Metaphysics.
60 10	62 15	69 10	97 10	139 10	156 0	183 5	Mathematics.
59 10	62 15	72 0	66 10	61 5	180 10	178 15	Natural Philosophy.
105 10	133 0	113 10	147 5	184 0	167 0	195 15	Chemistry. Practical Chemistry.
256 0	181 0	206 0	262 10	307 0	427 10	‖432 10	Anatomy and Physiology. Practical Anatomy.
59 10	56 0	52 10	105 5	94 10	70 0	96 10	Natural History & Botany.
74 0	86 0	96 0	120 0	159 10	277 0	319 5	Modern Languages.
12 10	37 0	20 5	21 15	24 15	11 10	16 5	Mineralogy & Geology.
29 5	22 10	31 15	28 10	36 10	28 10	25 15	Jurisprudence & Political Economy.
21 0	27 0	21 0	25 0	28 0	28 0	25 0	English Law.
13 10	27 0	22 0	22 15	24 15	32 0	40 15	Civil Engineering.
26 0	25 10	40 5	31 5	47 0	43 0	**44 0	Agriculture & Medical Jurisprudence.
56 0	43 10	26 0	37 0	44 0	37 0	64 10	Practice of Medicine.
74 0	42 10	34 0	46 0	65 10	79 13	84 12	Surgery.
45 0	20 0	34 0	39 0	50 0	60 0	69 0	Materia Medica.
44 0	24 0	12 0	28 0	25 0	48 0	63 0	Midwifery.
–	32 0	25 0	26 0	22 0	–	–	Teacher of Drawing.

1868-69.	1869-70.	1870-71.	1871-72.	1872-73.	1873-74.	1874-75.	Professor of
£ s.	£ s.	£ s.	£ s.	£ s.	£ s.	£ s.	
127 0	109 0	114 0	103 0	104 0	123 0	122 0	Greek.
155 0	154 0	132 0	109 0	119 0	149 0	158 0	Latin.
107 10	121 0	123 0	102 0	98 0	100 10	101 10	English History and Literature.
139 10	117 0	98 10	70 0	71 10	88 0	74 10	Logic and Metaphysics.
132 0	148 0	117 0	108 0	107 0	123 0	111 0	Mathematics.
183 0	177 0	164 0	187 0	164 0	208 0	266 0	Natural Philosophy.
284 10	249 10	276 0	324 0	300 10	326 10	313 10	Chemistry. Practical Chemistry.
731 18	592 1	697 17	706 10	749 12	725 5	858 8	Anatomy and Physiology. Practical Anatomy.
133 0	104 0	142 0	128 0	136 0	135 0	164 0	Natural History & Botany.
245 0	255 0	226 0	244 0	248 0	284 0	300 0	Modern Languages.
7 0	16 0	20 0	12 0	19 0	20 0	12 0	Mineralogy & Geology.
40 0	56 0	65 0	39 0	54 0	73 0	56 0	Jurisprudence & Political Economy.
31 0	43 0	56 0	34 0	58 0	60 0	45 0	English Law.
78 0	66 0	51 0	60 0	48 0	54 0	53 0	Civil Engineering.
68 0	61 0	73 0	77 0	77 0	64 0	90 0	Agriculture & Medical Jurisprudence.
92 0	96 0	103 0	94 0	87 0	99 0	88 0	Practice of Medicine.
131 0	115 0	134 0	113 0	127 0	128 0	118 0	Surgery.
89 0	73 0	77 0	84 0	98 0	81 0	98 0	Materia Medica.
93 0	78 0	79 0	94 0	74 0	54 0	73 0	Midwifery.
–	–	–	–	–	–	–	Teacher of Drawing.

§ Professor M'Cosh was appointed in Session 1851-52, and taught and received fees from Students properly belonging to the previous Session.

‖ The Professor of Anatomy pays to his Demonstrator a portion of the fees for Practical Anatomy.

** No endowment for Medical Jurisprudence. Professor Hodges delivers the lectures, receiving only class fees.

JOHN WYLIE, *Bursar.*

Appendix, No. 4.

Expenditure of One Year's Additional Grant.

APPENDIX, No. 4.

Account of the Expenditure of One Year's Additional Grant to the Queen's College, Belfast, ending 31st March, 1874.

	£ s. d.	£ s. d.
1. Library of Ancient and Modern Literature and Philology:		
Ancient Classical Languages and Philology,	15 3 8	
English History and Literature,	23 14 8	
Foreign Modern Languages,	17 4 3	
Works of General Interest, &c.,	94 15 3	
		150 17 10
2. Libraries, Museum, &c., Mathematical, Physical, and Chemical Sciences:		
Mathematical Library,	20 14 6	
Physical Library,	15 14 1	
Chemical Library,	13 5 0	
Museum and Cabinet of Physical Science,	34 7 6	
,, Laboratory, Chemical Science,	41 8 0	
		125 9 1
3. Libraries, Museum, and Collection of Objects of the Department of the Natural Sciences:		
Library of Natural History, and Geology and Mineralogy,	28 0 2	
Museum of Natural History, and Geology and Mineralogy,	49 15 8	
		77 15 10
4. Libraries, Museums, and Collections of Objects of the Department of Engineering:		
Library of Engineering,	7 15 9	
Instruments and Collections of Engineering,	19 17 6	
		27 13 3
5. Museum and Library of Medical Science:		
Library of Medical Works,	49 7 3	
Anatomical and Pathological Museums, &c.,	57 5 7	
Surgical Museum,	8 0 0	
Medical Jurisprudence,	14 18 3	
Midwifery,	—	
Prac. of Medicine,	0 8 6	
		129 19 7
6. Library of Metaphysical, Legal, and Economica Science:		
Law, Jurisprudence, and Political Economy,	19 11 5	
Metaphysics,	14 18 9	
		34 10 2
7. Printing, Stationery, Advertising, Postages, Office Expenses, &c.,	—	324 12 7
8. Heating and Lighting,	—	150 19 3
9. Grounds,	—	101 14 11
Balance in Bank of Ireland Office, 31st March, 1874,	—	352 19 8
Total,		1,476 12 2
Amount of One Year's additional Grant,		1,000 0 0
College and Matriculation Fees,		122 2 0
Balance in Bank, 31st March, 1873,		354 10 2
Total,		1,476 12 2

The Accounts of the College up to 31st March, 1874, have been examined and found correct by the Commissioners for Auditing the Public Accounts.

October, 1875.

John Wylie, *Bursar*.

General Class Examinations, Queen's College, Belfast.

	Session 1873–74.		A.M.	P.M.	Session 1874–75.		A.M.	P.M.
The English Language,	Saturday,	January 10	—	12—4	Saturday,	January 9	—	12—4
Logic,	Saturday,	January 31	9—12	—	Saturday,	January 30	9—12	—
Mineralogy and Geology, and Physical Geography,	Friday,	February 20	10—1	—	Friday,	February 19	10—1	—
Zoology,	Saturday,	February 21	9—12	—	Saturday,	February 20	10—1	—
Metaphysics,	Tuesday,	March 31	9—12	and 2—5	Tuesday,	March 23	9—12	and 2—5
English Literature,	Wednesday,	April 1	9—12	and 2—5	Wednesday,	March 24	9—12	and 2—5
History,	Thursday,	April 2	9—12	—	Thursday,	March 25	9—12	—
Practical Anatomy,	Saturday,	April 25	9—12	—	Saturday,	April 24	9—12	—
Anatomy and Physiology,	Monday,	April 27	—	2—5	Monday,	April 26	9—12	and 2—5
Practice of Medicine,	Tuesday,	April 28	9—12	and 2—5	Tuesday,	April 27	9—12	—
Materia Medica,	Tuesday,	April 28	9—12	—	Tuesday,	April 27	9—12	—
Practice of Surgery,	Tuesday,	April 28	—	2—5	Tuesday,	April 27	—	2—5
Natural Philosophy,	Tuesday,	June 2	9—12	and 2—5	Tuesday,	June 1	9—12	and 2—5
Greek (First Year),	Wednesday,	June 3	9—12	,, 2—5	Wednesday,	June 2	9—12	,, 2—5
,, (Second Year),	Thursday,	June 4	9—12	,, 2—5				
Latin (First Year),	Thursday,	June 4	9—12	,, 2—5	Thursday,	June 3	9—12	,, 2—5
,, (Second Year),	Wednesday,	June 3	9—12	,, 2—5				
Engineering, 1st, 2nd, and 3rd years,	Thursday,	June 4	9—12	,, 2—5	Thursday,	June 3	9—12	,, 2—5
Office and Fieldwork,	Wednesday,	June 3	—	2—5	Wednesday,	June 2	—	2—5
Mathematics,	Friday,	June 5	9—12	and 2—5	Friday,	June 4	9—12	,, 2—5
Modern Languages,	Saturday,	June 6	9—12	,, 2—5	Saturday,	June 5	9—12	,, 2—5
Chemistry,	Monday,	June 8	9—12	,, 2—5	Monday,	June 7	9—12	,, 2—5

General Examination of Students in Law and in Political Economy, and of Students attending Summer Classes—Botany, Practical Chemistry, Medical Jurisprudence, Midwifery and Physics—at the close of the Lectures respectively.

APPENDIX,

Return of the Number of Lectures delivered by each

—	1849, 1850.	1850, 1851.	1851, 1852.	1852, 1853.	1853, 1854.	1854, 1855.	1855, 1856.	1856, 1857.	1857, 1858.	1858, 1859.	1859, 1860.	1860, 1861.	1861, 1862.	1862, 1863.
Professor of— Greek,	135	232	244	246	236	240	234	235	236	350	500*	460*	440*	360*
Latin,	162	197	218	221	189	196	232	230	230	275	398	234	234	234
History and English Literature,	35	55	98	91	104	100	105	105	99	110	123	92	154	146
Modern Languages,	208	330	324	307	306	305	319	340	369	307	340	372	372	360
Celtic,	6	6	6	6	6	6	6	6	6	6	6	6	–	–
Mathematics,	135	256	333	248	246	320	346	322	330	400	400	370	370	316
Natural Philosophy	122	257	233	209	256	250	255	307	300	300	242	242	213	182
Chemistry,	134	136	137	129	132	130	138	142	142	140	132	132	132	132
Practical Chemistry	36	36	36	36	36	36	36	36	34	36	36	36	36	36
Natural History,	120	120	133	137	139	138	142	140	143	140	140	140	140	140
Mineralogy and Geology,	Public	86	54	59	54	55	49	59	52	52	52	52	52	52
Logic & Metaphysics	–	–	78	142	176	175	164	177	179	167	140	158	194	208
Civil Engineering,	134	138	140	136	140	136	147	118	100	194	196	220	198	328
Agriculture,	172	206	205	212	209	213	218	186	190	166	166	156	156	50
Anatomy and Physiology,	115	116	115	115	114	115	117	113	115	115	115	112	108	108
Practice of Medicine,	93	93	92	92	93	94	94	85	75	95	95	95	95	95
Practice of Surgery,	93	94	93	91	91	92	94	94	94	94	94	94	94	93
Materia Medica,	92	91	91	93	90	90	92	80	84	84	84	84	84	84
Midwifery,	92	92	92	91	90	93	93	93	93	95	90	80	80	76
English Law,	24	48	72	96	96	96	96	6	96	96	72	72	96	96
Jurisprudence & Political Economy,	24	48	96	120	120	120	120	120	120	96	120	120	120	120

The above Return gives the number of Meetings of one hour each, in each Class. The system course; in some classes these examinations are held daily; in others on fixed days of the week, The Professors also conduct the General Scholarship Examinations; and some of them, in

* Including about 110 on

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Professor in the Queen's College, Belfast, in each YEAR.

1863, 1864.	1864, 1865.	1865, 1866.	1866, 1867.	1867, 1868.	1868, 1869.	1869, 1870.	1870, 1871.	1871, 1872.	1872, 1873.	1873, 1874.	1874, 1875.	REMARKS.
350	350	350	350	340	300	300	300	300	300	300	300	
230	324	324	324	319	319	319	320	320	320	320	320	
140	167	167	167	148	148	148	150	150	150	150	150	Besides correcting about 650 exercises.
356	356	356	406	406	406	406	400	400	400	400	400	
–	–	–	–	–	–	–	–	–	–	–	–	Open to the Public without charge.
325	330	317	317	296	296	296	300	300	300	300	300	Besides three hours each week on which the Senior Scholar meets the Junior Division.
180	180	190	190	288	288	288	300	300	300	300	300	In addition, arranging apparatus, which occupies as much time as the lectures.
130	130	130	130	130	130	130	130	130	130	130	130	In addition, superintending the working pupils, of whom from
36	36	55	55	55	55	55	55	55	50	50	50	eight to twelve are admitted each year by examination to the laboratory without charge.
140	140	140	140	140	140	140	140	140	140	140	140	Including lectures in Physical Geography, delivered free to all students.
52	52	52	52	52	52	52	52	52	52	52	52	In addition, daily attendance as Curator in the Museum.
195	195	195	195	195	195	195	195	195	195	195	195	In addition, criticising very many essays in each session.
319	236	247	247	247	247	247	250	250	250	250	250	Including practical work under the direction of the Professor.
50	50	41	41	35	35	35	35	35	34	34	34	Including lectures on Medical Jurisprudence, for which there is no salary.
224	261	260	260	260	260	260	260	260	260	260	260	In addition, daily practical teaching in the dissecting-room for three hours by the Professor, and four hours by his assistant.
95	95	95	95	95	95	95	95	95	80	80	80	
93	93	93	93	93	93	93	93	93	83	83	83	Besides about twenty-five lectures each session on Operative Surgery.
84	84	84	84	80	80	80	80	80	77	77	77	
76	76	76	76	76	76	76	76	76	44	44	44	Besides practical instruction to students, which may be required at any hour throughout the year.
96	96	96	96	96	96	96	96	96	96	96	96	No third year Class in 1859–60, or fourth year Class in 1860–61.
120	120	120	120	120	120	120	120	120	120	120	120	

of instruction includes, not merely formal Lectures, but also examination in the business of the
according to the nature of the subject.
addition, the Matriculation and Supplemental Examinations.
Sanskrit and Hindustani.

October Examinations of Queen's College, Belfast, 1874.

Days.	Hours.	First Year Students.	Second Year Students.	Third Year Students.	Fourth Year Students.
Tuesday, Oct. 19.	9—12		Suppl. Ex. { English. Mod. Lang. Math.	Suppl. Ex.—Mod. Lang., Math., Nat. Phil., Chem.	Senior Schol.—Latin.
	2—5		Suppl. Ex.—Greek, Latin, Engin.	Suppl. Ex.—Greek, Latin, Logic, Engin.	Senior Schol.—Latin.
Wednesday, Oct. 20.	9—12		Liter. Schol.—Greek.		Senior Schol.—Greek.
	2—5		Liter. Schol.—Greek.		Senior Schol.—Greek.
Thursday, Oct. 21.	9—12		Med. Engin. } Schol.—Chem.		Senior Schol.—Chem.
	2—5	Matric.—Math.	Med. Engin. } Schol.—Chem.		Senior Schol.—Chem.
Friday, Oct. 22.	9—12	Matric.—Greek, Latin.			
	2—5				
Saturday, Oct. 23.	9—12	Matric.—English, *in Arts only.*			Senior Schol.—Mod. Hist.
	2—5	Matric.—English, *in Medicine, &c.*			Senior Schol.—Mod. Hist.

Monday, Oct. 25.	9—12		Med. Schol.—Botany.	Engin. Schol. { Geol. and Phys. Geog.	Senior Schol.—Nat. Hist.
	2—5	Lists of Matriculated Students to be made out.	Med. Schol.—Zoology. Liter. Schol.—English.		Senior Schol.—Nat. Hist.
Tuesday, Oct. 26.	9—12	Science, Med., Engin. } Schol.—Math.	Science, Engin. } Schol.—Math.	Engin. Schol.—Math.	Senior Schol.—Math.
	2—5	Science, Med., Engin. } Schol.—Math.	Science, Engin. } Schol.—Math. Med. Schol.—Anat. and Phys.	Engin. Schol.—Math. Med. Schol.—Anat. and Phys.	Senior Schol.—Math. Med. Schol.—Prac. of Midw.
Wednesday, Oct. 27.	9—12			Med. Schol.—Prac. Chem.	Senior Schol.—Nat. Phil. Med. Schol.—Prac. of Med.
	2—5	Liter., Med. } Schol.—English.	Engin. Schol.—Exp. Phys.	Engin. Schol.—Nat. Phil.	Senior Schol.—Nat. Phil.
Thursday, Oct. 28.	9—12	Liter., Med. } Schol.—Latin.	Liter. Schol.—Latin. Engin. Schol.—Geo. Draw.	Engin. Schol.—C. Engin. Med. Schol.—Mat. Med.	Med. Schol.—Med. Jur. Senior Schol.—Pol. Econ.
	2—5	Liter., Med. } Schol.—Latin.	Liter. Schol.—Latin. Engin. Schol.—Geo. Draw.	Engin. Schol.—C. Engin.	Senior Schol.—Pol. Econ. Med. Schol.—Surg. Anat.
Friday, Oct. 29.	9—12	Liter., Med. } Schol.—Greek.	Liter. Schol.—Mod. Lang.		Senior Schol.—Mod. Lang. Senior Schol.—Metaph. Med. Schol.—Anatomy.
	2—5	Liter., Med. } Schol.—Greek.	Liter. Schol.—Mod. Lang.		Senior Schol.—Mod. Lang. Senior Schol.—Metaph. Med. Schol.—Physiology.

Students passing the Supplementary Examinations complete the previous year, and take rank accordingly.

Hours of Lectures,—Session 1874–75.

Hours.	Arts.			Civil Engineering.			Medicine.		
	1st Year.	2nd Year.	3rd Year.	1st Year.	2nd Year.	3rd Year.			
9 till 10	*French.* Monday Wednesday Thursday *German.* Tuesday Friday	*Mathematics.* Monday Tuesday Wednesday Thursday Friday		*French.* Monday Wednesday Thursday *German.* Tuesday Friday	*Mathematics.* Monday Tuesday Wednesday Thursday Friday				
10 till 11	*Mathematics.* Monday Tuesday Wednesday Thursday Friday	*French.* Monday Wednesday Thursday *German.* Tuesday Friday	*Honor Classes.*	*Mathematics.* Monday Tuesday Wednesday Thursday Friday					
11 till 12	*Latin.* Monday Wednesday Friday	*Nat. Philos.* *Exp. Phys.* Monday Wednesday Friday *Mat. Phys.* Tuesday Thursday	*Eng. Lit.* Monday Wednesday Friday *Bot. from May 1.* Monday Tuesday Wednesday Thursday Friday *History.* Tuesday Thursday	*Exp. Phys.* Monday Wednesday Friday *Geom. Drawing.* Tuesday Thursday	*Mineralogy and Geology.* Monday Wednesday Friday *Mat. Phys.* Tuesday Thursday	*Office and Field Work.* Tuesday Thursday	*Bot. from May 1.* Monday Tuesday Wednesday Thursday Friday	*Exp. Phys. 3 months.* Monday Wednesday Friday	*Prac. Chem.* [*see below.* Summer Medical Classes.]
12 till 1	*Greek.* Monday Wednesday Friday	*Latin.* Monday Wednesday Friday	*Metaphysics.* Tuesday Wednesday Thursday Friday *History.* Monday	*Geom. Drawing, and Office Work.* Tuesday Thursday	*Office and Field Work.* Tuesday Thursday	*Office and Field Work.* Tuesday Thursday		*Anatomical Demonstrations.* Monday Tuesday Wednesday Thursday Friday	

1 till 2		*Greek.* Monday Wednesday Friday	*Zool. to Mar. 1.* Monday Tuesday **Wednesday** **Friday**		*Civil Eng.* Monday Wednesday	*Nat. Philos. applied.* Tuesday Thursday	*Zool. to Mar. 1.* Monday Tuesday Wednesday Friday	*Surgery.* Monday Tuesday Wednesday **Thursday**
2 till 3	*English.* Monday Tuesday Wednesday Friday	*Logic.* Tuesday Wednesday Thursday Friday	*Pol. Economy.* Tuesday **Thursday** **Friday**			*Civil and Mech. Eng.* Monday Wednesday		*Anatomy.* Monday Tuesday Wednesday Thursday Friday — Examination on Fridays at 4 o'clock.
3 till 4			*Chemistry.* Monday Tuesday Wednesday Thursday Friday	*Chemistry.* Monday Tuesday Wednesday Thursday Friday	Field Work and Engineering Excursions and additional Lectures for 2nd and 3rd Year Students occasionally on Fridays and Saturdays for some hours.		*Chemistry.* Mon. Tues. Wed. Thur. Fri. (after May 1, from 2 till 3.)	*Midwifery.* Monday Tuesday Thursday
4 till 5			**Chemical Laboratory open from 9, A.M., till 3, P.M.**					*Materia Med.* Monday Tuesday Wednesday Thursday — *Prac. Med.* Monday Tuesday Wednesday Thursday

SUMMER CLASSES, COMMENCING MAY 1, 1875.

Practical Chemistry.—*Demonstrations*, Tuesday, Thursday, 12 to 1 P.M.
" " *Laboratory*, Monday, Wednesday, Friday, 12 to 1, or 3 to 4; after June 1, 2 to 3.
" " *Voluntary*, Tuesday, Thursday, 1 to 2.

Botany.—*Lectures*, Monday, Tuesday, Wednesday, Thursday, Friday, 11 to 12.
" *Excursions* on Saturdays.
Experimental Physics, Monday, Wednesday, Friday, 1 to 2 P.M.
Medical Jurisprudence, Monday, Tuesday, Wednesday, Thursday, 2 to 3.
Midwifery, Monday, Tuesday, Wednesday, Thursday, 3 to 4.

FACULTY OF LAW.—HOURS OF LECTURES.

1st Year.				2nd Year.				3rd Year.		4th Year.			
7 o'clock, P.M.	*Law of Property.* Monday Wednesday Friday	8 o'clock, P.M.	*Jurisprudence.* Monday Wednesday Friday	6 o'clock, P.M.	*Equity and Bankruptcy.* Monday Wednesday **Friday**	7 o'clock, P.M.	*Civil Law.* Monday Wednesday Friday	11 o'clock, A.M.	*Common and Criminal Law.* Tuesday Thursday **Saturday**	10 o'clock, A.M.	*Evidence and Pleading.* Tuesday Thursday **Saturday**	6 o'clock, P.M.	*Constitutional & Colonial Law.* Monday Wednesday **Friday**

Appendix, No. 7.

Digest of Subjects and Courses.

APPENDIX No. 7.

A General Digest of Subjects and Courses pursued in Queen's College, Belfast.

I. Faculty of Arts.

Students intending to proceed to the degree of B.A. must pass the matriculation examination before entering upon their college studies. This examination is prescribed by the College Council, and embraces the first and second books of Euclid, arithmetic, the elementary rules of algebra and simple equations, translation from two Greek and two Latin authors, Latin prose composition, English grammar and composition, English history, and the outlines of ancient and modern geography. Candidates for literary and science scholarships of the first year are examined in more extensive courses of literature and science. In 1875 the subjects prescribed for these literary scholarships were, in Greek, four books of the Iliad of Homer, the Ion of Euripides, portions of the Anabasis of Xenophon, selections from Lucian, with an exercise in prose composition; and in Latin, the Odes of Horace, six books of the Æneid of Virgil, and portions of Cicero and Livy, with Latin prose composition. Candidates had also to translate from Greek and Latin passages not contained in the prescribed books. They were also examined in English composition, Roman history, and the histories of England and France, from A.D. 1066 to A.D. 1509. The subjects prescribed for science scholarships of the first year embraced Euclid, books 1, 2, 3, 4, and 6, with the definitions of the fifth book, geometrical exercises, algebra to the end of quadratic equations, including the binomial theorem, and the first principles of logarithms; and plane trigonometry.

In the first session of the undergraduate course in arts the students must attend lectures and examinations in mathematics, Greek, Latin, modern languages, and English. In certain classes it has been found difficult to carry on the work of instruction from some of the students being more advanced in knowledge than others; but this has been to some extent obviated by calling in the aid of the senior scholars. At the end of the session a general examination is held in each class, which must be passed by the student before he is permitted to enter upon the studies of the second year. The same remark applies to the other years of the undergraduate course.

As the scholarships awarded after matriculation are tenable for one year only, scholarship examinations are held at the beginning of the second year, which are open to all students who have completed the first year of the undergraduate course. These examinations embrace more extended courses of literature and science than those prescribed for the first year's scholarships. In the second session the student is required to attend a course of logic and another of natural philosophy, together with second courses of instruction on any two of the following subjects: Mathematics, Greek, Latin, and a Continental language.

Students intending to proceed to the degree of B.A. must present themselves in Dublin for the first university examination, unless prevented by illness or other unavoidable cause. The subjects of this examination prescribed for 1875 were: In Greek, Euripides—Alcestis; Xenophon—Memorabilia, book II. In Latin, Horace—Odes; Cicero—Ad Familiares I., II., III., with prose composition in both languages. In modern languages, translation from two modern authors, either French, German, or Italian, with an exercise from English into the language selected. In mathematics, Euclid, books 1 to 4, book 6, and definitions of fifth book, arithmetic, algebra to the end of quadratic equations, together with the binomial theorem, geometrical and arithmetical progression, the nature and use of logarithms, and plane trigonometry to the end of the solution of triangles. In mathematical physics, mechanics, hydrostatics, optics, and elements of astronomy. Candidates for honors at the same examination are required to answer in formal logic as well as in the subjects of the pass course. They are afterwards examined in a more extended course of literature or science.

For the third session, the following subjects are prescribed: 1, English literature; 2, metaphysics, or history, or political economy; 3, chemistry; 4,

zoology or botany. Students are at the same time not obliged to adhere strictly to this course, but are permitted to substitute for any one or two of the above subjects, honor courses on subjects taught in the undergraduate course. This permission is largely used, and honor courses are delivered by many of the professors.

At the end of the third year students are permitted to present themselves for the final degree examination of the Queen's University. The details of this examination will be found in the Queen's University Calendar for 1875, p. 40, and in the Belfast Queen's College Calendar for the same year, p. lxxi. For the degree of Master of Arts any bachelor of arts of one year's standing may offer himself for examination.

Medical Department.

The medical students of this College pass through a rigorous training before they can acquire the degree of M.D. from the Queen's University. In the matriculation examination a knowledge of Latin, Greek, History, Arithmetic, Algebra, two Books of Euclid, &c., is required, and it is not uncommon that several trials have to be made before a sufficient standard is attained.

Many of the subjects of the medical course serve also as a means of mental training:—for instance, the attendance on lectures and examinations on the subjects of Modern Languages, Experimental Physics, Botany, Zoology, and Chemistry, and the University test of the knowledge acquired, are such as is generally admitted, it is desirable to add to the required study of Classics and Mathematics for Arts degrees.

Thus every medical undergraduate must submit to an efficient training in non-professional subjects. He is guided during his proper medical studies by the ordinary curriculum of study, but in addition he almost uniformly extends his study of many of these subjects, as a glance at the numbers attending the classes on different subjects will show. The fact that many of the Professors are also University examiners enables them to secure much greater devotion to the subjects of study, and to exact a much more extensive knowledge of each than could possibly be required by examiners unacquainted with the character of the training through which each Candidate for a degree had passed.

The attendance at classes is recorded daily in roll-books which are regularly inspected by the College Council; explanation is required of every absence from a class, and the required certificates are withheld whenever the attendance has been so deficient as to have imperilled the acquisition of a knowledge of any subject of study. The University examinations are conducted, in the most practical and laborious manner in dissecting-rooms, hospitals, &c., and every security is thus given that none but well qualified Candidates are presented for graduation.

Engineering Department.

The regular or ordinary course for Students of Civil Engineering in this College extends over three Sessions, and includes attendance on Mathematics, Experimental and Mathematical Physics, Chemistry; a course of Mineralogy, Geology, and Physical Geography, and Modern Languages, especially French, together with the various courses conducted by the Professor of Civil Engineering, which may be thus sketched out:—1. Geometrical Drawing, including the general principles of the accurate representation on flat surfaces of the forms and dimensions of solid objects, and including the art of perspective, together with practical drawing, especially in relation to engineering and architectural subjects. 2. Surveying, Levelling, and Mensuration, including various operations of field work in measuring over the surface of land, and of office work in mapping, drawing, and calculating in connexion with such measurements. 3. A course of teaching planned so as to be suitable for the stage of advancement at which Students arrive in the third year of their collegiate attendance, and adapted to constitute an introduction to, or a scientific foundation for many of the chief subjects of study which are necessary or useful to the civil or mechanical engineer; to the architect, and to many other classes of artificers and practical men. Of these it may suffice to mention;—Strength and elasticity of materials and structures, bridges of various kinds, ornamental architecture, theory of hydraulics, and its application in practical water works, and subjects more

Appendix, No. 7.

Digest of Subjects and Courses.

particularly relating to mechanical engineering. The Students are engaged in practical work in the drawing class-room during their three entire sessions of attendance: most of them work very diligently there, and may attain to proficiency so as to be well prepared for doing good service in offices, and otherwise in engineering business at once on leaving College. Many of the engineering Students, too, in addition to carrying out their attendance on the lectures of the Professor of Chemistry, have been very assiduous in acquiring a knowledge of practical chemistry by working in the laboratory under his direction, where they learn the methods of analyzing ores and other minerals, and acquire practice in chemical manipulation.

Department of English Law.

The Professor of English Law, in conducting his department, has constantly kept in view the object of the Select Committee of the House of Commons in recommending the foundation of Chairs in Law in connexion with the Queen's Colleges, which, as they stated in their Report on Legal Education, was not merely to prepare Candidates for the Bar, and for the profession of Attorney and Solicitor, but to raise the standard of legal attainments amongst local practitioners, and especially to provide opportunities of legal education to qualify persons intended to fill administrative situations not strictly legal—a policy which has been since followed up by the Legislature conferring privileges, by way of inducement, on Candidates for the profession of Attorney and Solicitor, who shall avail themselves of these Schools of Law.

The Lectures are made auxiliary to the cotemporaneous studies directed, and are accompanied by interrogation, independent of the General Examination and that for Honors. Such books, cases, and decisions, and portions of treatises are pointed out for reading as are considered by the Professor most useful in elucidating a branch of learning which is scarcely furnished with books exclusively intended for instruction; and no efforts have been spared to point out the peculiarities of the law in Ireland, whether proceeding from statutes or inherent diversity of practice, or to direct attention to the recent changes which have been introduced into the course of procedure.

From the first opening of the College to the present time the successive classes have spontaneously applied themselves with assiduity and perseverance to the various subjects of legal instruction, and several Non-Matriculated Students have from time to time availed themselves of the privilege afforded by the College Ordinances of attending detached Courses of the Lectures on selected subjects.

Under these circumstances, I am gratified at being able to give the assurance that the Faculty of Law has fully realized the objects of its founders, and that a further extension of its public benefits would ensue upon the adoption by Government of the suggestion made by the same Committee of the House of Commons that a preference should be given to candidates for situations in the Civil Service, not of a purely legal nature, who could produce testimonials of legal attainments from those institutions—a rule which would fully accord with the principle laid down in a recent report of another Committee in relation to the Civil Service.

Department of Political Economy.

The Professor of Jurisprudence and Political Economy (Mr. T. E. Cliffe Leslie) fills in reality two distinct and important Chairs, in the two distinct Faculties of Law and Arts. As Professor of Jurisprudence, he lectures, teaches, and examines in the general philosophy and history of law, in Roman Law, and in Constitutional and International Law. As Professor of Political Economy, he lectures, teaches, and examines Arts Students in that great subject. His instruction in Jurisprudence has the twofold purpose and result of teaching legal philosophy and history, both as a branch of higher University Education, and as a preparation for the legal profession; and the duties of the Professor in this department, discharged as they are by Professor Leslie, would be sufficiently arduous if he had not also to fill the Chair of Political Economy, to which he devotes as much time and labour as though he had no other collegiate duties. The stipend and emoluments attached to this double Chair are altogether disproportionate to the abilities, attainments, and exertions it demands on the part of the Professor.

APPENDIX, No. 8.

An Enlarged Digest of Subjects and Courses pursued in Queen's College, Belfast.

Greek—*Professor, Charles MacDouall,* LL.D., M.R.A.S.

In the Greek Class, as in all those which are attended during more than one session, the business, as well as the hours assigned to the Students of the different years, is necessarily different; but it is always distributed into three simultaneous processes, viz., public examinations, lectures more or less formal, and exercises written at home and commented on in the class.

In the first session, the complex and self-contained structure of the Greek language is subjected to a close analysis; carried out, on the one hand, by tracing words to their crude forms, by classifying terminations, both the primary and the flexional, and by discriminating among analogically correct forms those actually used in different ages and dialects; on the other hand, by exhibiting the methods by which words are combined in simple clauses, clauses are knit into sentences, and sentences compose periods less or more complicated. Some prose-work furnishes the materials for this analysis; while the Students read and translate it, or else re-translate off-hand passages read out in English before them by the Professor. Besides syntactical phænomena, the laws and characteristics of both epic and dramatic versification are expounded and exemplified, while a portion of the *Ilias* and some tragedy are used as text-books.

In the second session, while consecutive passages of Herodotus along with some Attic oration or philosophical treatise, and a portion of the *Odysseia* along with some Attic tragedy or comedy, form the basis of prelections, the previous discipline is continued and extended; the distinctions of dialect and style are more fully elucidated; the origin, growth, and fortunes of the epos, the drama, history, and other departments of literature, are more distinctly unfolded; discussions on points of mythology, geography, chronology, archæology, æsthetics, &c., are more freely introduced and more amply treated. The Students are invited to turn Herodotean Greek, at sight, into Attic, altering both the forms of words and the structure of sentences; to re-translate passages into Greek prose and verse; and also to give in original essays in both forms of composition.

In a distinct or higher class, advanced Students, generally in the third or fourth year of their Course, are exercised in the study of more difficult works than those previously read, in the higher problems of criticism and philology, and especially in composing both prose and verse.

The following Text-books have been used in the successive Sessions of College from 1849–50 to 1875–6:—*The Ilias* and *the Odysseia* (both entire); Hesiodus, *Theogonia;* Pindarus, *Olympia*, *Pythia*, *Nemea;* Aeschylus, all the Tragedies except the *Supplices;* Sophocles, the seven Tragedies; Euripides, all the Plays except the *Cyclops;* Aristophanes, *Nubes*, *Aves*, *Ranae;* Herodotus, portions of Books I., II., III., IV., VII., VIII., IX.; Thucydides, Books I., II., III., IV., VI., VII.; Xenophon, portions of *Anabasis*, *Memorabilia Socratis*, and *Cyropaedeia;* Platon, *Apologia Socratis*, *Gorgias*, *Phaedon*, *Phaedrus*, *Philebus*, *Protagoras*, *Theaetetus*, *Timaeus*, *Menon*, and Books I., II., VII., and X. of *Respublica;* Aristoteles, *Poetica* and portions of *Rhetorica;* Demosthenes, *Philippicae*, *c. Meidiam*, and *de Corona;* Aeschines, *in Ctesiphontem.*

The Sanskrit and Hindustani Classes, conducted during six Sessions by the Professor of Greek, have been discontinued.

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Digest of Subjects and Courses.

LATIN—*Professor, William Nesbitt,* M.A.

The Professor of Latin gives three lectures weekly to Students of the First, and the same number to Students of the Second Year, attendance upon which is compulsory for all that take the Latin Classes. Besides these compulsory lectures, he gives two lectures additional to Students of each of these years, attendance on which is voluntary, in which more difficult authors are read, and special attention is paid to composition. The attendance on these lectures is very good. That on the general classes reaches, in the first two terms, a daily average of perhaps 90 per cent. of those enrolled: the voluntary classes are, usually, attended by about two-fifths of the Students of the First, and one-third of the Students of the Second Year.

An honor Class has been formed of Students of the Third and Fourth Years, chiefly attended by those who are anxious to distinguish themselves in Ancient Classics at the Degree Examination.

The Professor lectures thirteen hours each week throughout the Session, extending, with short intervals at Christmas and Easter, from the beginning of November to the beginning of June.

The proficiency of the Students depends, of course, to a considerable extent, upon their preparation at entrance. It has been the aim of the Professor, without fixing any fancy standard, to make the matriculation examination as strict as is consistent with the state of intermediate education in the province. Several important schools, he is happy to say, have been called into existence by the influence of the Queen's College, and many more have been largely benefited, as well by its reflex action as by the large number of efficient teachers that it has supplied. Still this department of our educational system remains in a very unsatisfactory condition, and its organization—a work far beyond the reach of private enterprise—is confessedly the great desideratum of educational reform. At present, the practical requirement of this College in the Latin language from candidates for matriculation is that they should be able to read aloud a portion of a Latin author, in such a way as to retain the attention of the class; and this requirement is fairly met. Members of the class must, at each lecture, when called upon by the Professor—and all are called upon without any fixed order—translate into English a portion of the book which forms the subject of the term, and render into Latin an easy exercise.

In this way pass Students of the first year are expected, during the session, to get through some such course as this:—A book of Livy, Cicero, *De Lege Manilia* and, if possible, selections from Juvenal; while those that attend the voluntary class read, in addition, say, a book of the Georgics of Virgil, together with selections from Terence and Cicero; and no Students are allowed to rise to the Second Year who fail to pass a satisfactory examination in at least the subjects of the pass course.

In the Second Year, pass men read with great care, under the same conditions as are observed in the First Year, some such course as this:*—Three books of Cicero's Letters, and as many of Horace's Epistles as can be got through, continuing their efforts to attain, if not elegance, at least grammatical correctness in writing easy Latin; while the members of the Voluntary Class are expected, in addition, to read, say, five Satires of Juvenal, and part of the Satires and Ars Poetica of Horace, with selections from the Agricola of Tacitus.

At the end of the Second Year pass men have completed their Latin studies, and having passed the first examination in Arts at the University, are set free to pursue for their degree studies for which they have more special aptitude.

The Third Year's Latin Class is therefore strictly an Honor Class, and its members read as many of the authors prescribed for classical honors at the University as can be brought within the limits of the Session. Last year the books read were the Pro Plancio of Cicero, with selections from the Annals of Tacitus, and from Plautus.

During the whole Session, passages such as are set at Honor Examinations are rendered into Latin by the members of the Voluntary and Honor Classes, and their versions are carefully corrected by the Professor at home, and made the subject of comment in the class. Latin philology is studied with the aid of the excellent text books of Roby and Peile.

* I take as an example the actual course of the present year.

The Professor has made this *résumé* by the desire of the President, who thinks it due to the Legislature and the public that, at a time when so much laxity of statement is indulged in, an authentic account of the work of the College should be furnished by those to whose hands its teaching has been committed. If the Professor may be permitted to state his impression as to the results of that teaching, he would say that the attainments of the pass men—as might be expected from their punctual attendance upon lectures, and their very commendable diligence—are higher than those of the corresponding class in the University with which he is most intimately acquainted—the University of Dublin; while the attainments of honor men, who usually start from a much lower level, fall considerably short of those of the best men in that University. They may be represented by high distinction at such examinations as that for the Civil Service of India.

History and English Literature—*Professor, Charles Duke Yonge,* A.M. Oxon.

Class of the English Language.

The business of this Class is conducted by—

A Course of Lectures on the Origin, Formation, Inflections, and Grammar of the English Language, for which Dr. Latham's "English Language" forms in some degree the text-book;

With occasional Lectures on the rules and principles of Prose Composition, and Weekly Essays.

Class of English Literature.

The business of this Class is conducted by—

A Course of Lectures on English Literature in general, and particularly on the lives, works, and styles of the best authors in each department;

With Special Lectures also on the works appointed as the subjects for the Dublin Autumnal Examination of the ensuing year, with and without Honors;

And Fortnightly Essays.

Class of History.

The business of this class is conducted by—

Lectures on History in general;

Lectures on English History, embracing rather the larger half of the entire course;

A subsequent course on the History or that portion of the History of any other country which is selected as a subject for the Dublin Autumnal Examination of the ensuing year.

Modern Languages—*Professor, Albert Ludwig Meissner,* PH.D.

The instruction in Modern Continental Languages embraces three courses each for French and German, extending over three terms, and a course of Italian during the first two terms, attendance on which is voluntary.

No entrance examination is as yet held in Modern Languages, in consequence of which the insufficiency of intermediate teaching is more apparent in this department than perhaps in any other. The consequence of this is, that the Professor is over-burdened with a great amount of elementary teaching, without which his classes cannot be kept in good working order. The number of lectures delivered during the past session was no less than 406. Something, it is hoped, may be done to relieve the Professor of some part of the elementary teaching, so as to increase his usefulness in the more advanced classes.

Students in Arts and Medicine, and in the department of Engineering, are required to attend lectures on one Modern Language for one session. The majority select for this purpose the French language; several, however, attend both French and German. For Students in Arts of the second and higher years, Modern Languages form one in a group of four subjects, out of which they select two.

The work of the classes, especially during the first two terms, is carried on to a great extent by means of *viva voce* questions and answers. Frequent oral

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Digest of Subjects and Courses.

examinations are held, and at each meeting of the classes a passage is translated from English into French or German.

In the First Session the Grammar and the principles of composition are explained, and select passages are translated from French and German Classics.

In the Second Session a systematic course of composition is gone through, and the Students are made acquainted with the principal authors of French and German Literature.

In the Third Session a course on the elements of Comparative Grammar is delivered, which is followed by a course on some period of Continental Literary History. The students write essays in Modern Languages, which are read and discussed in the class.

Medical Students unable to attend the classes in Arts, are instructed in a separate class.

About six per cent. of the Students attending Lectures on Modern Languages are Non-Matriculated.

MATHEMATICS—*Professor, John Purser*, M.A.

Attendance on this Class is prescribed to all Students in the Faculty of Arts during the first year of their Course; during the second year Mathematics forms one of four Courses, out of which the Students select two.

All Students in the Department of Engineering are required to attend the Mathematical Classes during two years.

Before entering, Students are required to pass an examination in the First and Second Books of Euclid, and in a small portion of Algebra. Practically they come fairly prepared in the prescribed portions of Euclid, but a large proportion can hardly be said to possess even an elementary knowledge of Algebra. A considerable number of the Students are Candidates for Mathematical Scholarships at entrance, and these are generally well prepared in the first six Books of Euclid, and a considerable portion of Algebra and Plane Trigonometry.

On this account the instruction of the First Year in Mathematics has been given in two Divisions. The Lower Division is carefully taken through such portions of Euclid I., II., III., IV., VI., as they have not previously prepared, and is instructed in Algebra as far as the progressions, and in Plane Trigonometry as far as the solution of triangles, with the use of logarithms and trigonometrical tables. In the Upper Division a more advanced course of lectures is given in Geometry, Plane Trigonometry, and Algebra, to which is added either the Conic Sections, treated geometrically, or Spherical Trigonometry.

The Council has sanctioned the employment of the Senior Mathematical Scholar in giving a portion of the instruction of the Lower Division. This arrangement, while it affords a greater number of hours to the Lower Division enables the Professor of Mathematics to give more attention to the Upper Division, and has been found to work very satisfactorily.

In the Second Year the subjects of Lecture are Analytical Geometry, the Differential and Integral Calculus, and the first three sections of the Principia of Newton.

In the Third Year an Honor Course is given, in which are taught the higher branches of the Calculus, Geometry of Three Dimensions, and Differential Equations.

NATURAL PHILOSOPHY—*Professor, Joseph David Everett*, M.A., D.C.L.

The Classes in this Department are arranged under the three heads of Experimental Physics, Mathematical Physics, and Natural Philosophy Applied.

All Students in the Faculty of Arts in their Second Year attend the Classes of Experimental and Mathematical Physics. Engineering Students attend the Class of Experimental Physics in their First Year, the Class of Mathematical Physics in their Second Year, and the Class of Natural Philosophy Applied in their Third year. Medical Students attend the Class of Experimental Physics only.

In all these Classes the teaching is by prelection interspersed with oral examination.

The subjects treated under the head of Experimental Physics include—Properties of Matter, Mechanical Powers, the Elements of Hydrostatics and

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Hydraulics, Heat, Light, Sound, Electricity, and Magnetism; the leading principles in these several departments being broadly laid down and copiously illustrated by experiments.

The Course of Mathematical Physics includes a rigorous demonstration of the principal theorems in Statics and Kinetics, an explanation of the leading principles of Astronomy, Geometrical Optics, and the Mathematical treatment of numerous questions connected with the subjects of the Experimental course.

In the Class of Natural Philosophy Applied, the subjects include a more advanced course of Statics, Kinetics, and Hydrostatics, involving application of the Differential and Integral Calculus, and illustrated by practical examples, Kinematics, including the principles of Mechanism, the relations of Stresses and Strains, Moduli of Elasticity and Rigidity, Work done, Kinetic and Potential Energy, Elements of Thermodynamics.

In addition to the above-named Classes, there is an Honor Class, attended by Senior Students, in which the subjects prescribed for University Honors are studied.

CHEMISTRY—*Professor, Thomas Andrews,* M.D., LL.D., F.R.S., M.R.I.A.

In the Class of Chemistry the greater part of the Course is devoted to pure Chemistry; but the Elements of the Sciences of Heat and Electricity, particularly in their relations with Chemistry Proper, are also taught. The application of these sciences to the arts are particularly referred to; and it has been the constant endeavour of the Professor to communicate to the Students as precise and accurate information as possible on the subjects treated in his Lectures, and to train them to habits of careful observation and accurate thinking. With this view a weekly examination of the whole Class is held, at which the Students are subjected to a searching examination on the business of the preceding week; and further to encourage a taste for scientific inquiry, and also to train a certain number of practical chemists, a limited number of the Students are admitted, by examination, as working pupils into the chemical laboratory, where they have an opportunity of acquiring a knowledge of chemical analysis. This latter arrangement has now been in practice for several years, and has been attended with the best results.

NATURAL HISTORY—*Professor, Robert O. Cunningham,* M.D., F.L.S.

1. The Zoological Department of the Course occupies the First Term and greater part of the Second, and comprehends an Outline of the Anatomy and Physiology, Classification, and Geographical distribution of animals.

2. The Botanical portion includes the Histology, Morphology, Physiology, Classification, and Geographical distribution of Plants. The Lectures are delivered during the months of May, June, and July; and in addition to them, there are weekly excursions and practical demonstrations.

The Lectures on Zoology and Botany are illustrated by numerous specimens and diagrams, and oral examinations are held once a week.

GEOLOGY, MINERALOGY, AND PHYSICAL GEOGRAPHY.—*Professor, Robert O. Cunningham,* M.D., F.L.S.

This Course includes Lectures on the Elements of the above branches of science. In the Mineralogical portion special attention is directed to those minerals which form important constituents of roads, and those which possess the greatest economic value. The classification adopted is a chemical one.

The Geological Lectures are mainly devoted to an examination of the various strata composing the crust of the earth, and the organic remains contained in them.

The Lectures on Physical Geography include a survey of the principal phenomena of the sea, atmosphere, and land of the globe.

All three branches of the course are copiously illustrated by specimens and diagrams, and examinations are held once a fortnight.

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LOGIC AND METAPHYSICS—*Professor, John Park,* M.A.

LOGIC.

This class meets at 2 P.M., on Tuesdays, Wednesdays, Thursdays, and Fridays, during the First, and part of the Second Terms of the Session.

The business of the class is conducted by lectures on Logic, or the science of the conditions on which depend valid inferences and the correct expression of evidence, containing under it Formal Logic (the theory of symbolical proof), and Material Logic; by examinations on the lectures and on Fowler's "Elements of Deductive Logic," and "Elements of Inductive Logic," and by the criticism of Essays on Logical subjects, of which four are required from each Student.

Students should read Morell's "Handbook of Logic," and Bacon's "Novum Organum," Book I., before entering the class.

METAPHYSICS.

This class meets at noon, on Tuesdays, Wednesdays, Thursdays, and Fridays during the First and Second Terms of the Session.

The business of this class is conducted by lectures on Psychology, or the science which investigates the phenomena of the human mind and their conditions; and Metaphysics Proper, or the science which investigates the Nature of Truth and of Existence; by examinations on the lectures, on Mansel's "Metaphysics," and on Dr. Stirling's Translation of Schwegler's "Handbook of the History of Philosophy;" and by the criticism of Essays on Metaphysical subjects.

HIGHER LOGIC.

This class meets three times a week during the First and Second Terms of the Session, and is conducted by lectures, and a course of reading and examinations. Especial attention is paid to the subjects contained in the Degree Honor Courses of the ensuing year.

CIVIL ENGINEERING—*Professor, George Fuller,* C.E.

The Courses of lectures and practical instruction given by the Professor of Civil Engineering are arranged to accord with the Ordinances of the Queen's University, which prescribe to candidates for the Diploma in Civil Engineering a Curriculum extending over three Sessions usually, but admitting of abbreviation to two Sessions in the case of students whose previous acquaintance with a sufficient group of the subjects prescribed for study in the first and second Sessions of the ordinary Course shall be deemed by the College Council satisfactory.

For the First Year Students the Professor gives a course of instruction, comprising lectures and oral examinations on the Principles of Geometrical Drawing and the performance by the students of practical work under his direction. The lectures include the principles of descriptive geometry, orthographic and isometric projection, and linear perspective; and the practical work comprises the performance of examples in these subjects, and the execution of drawings in Mechanical Engineering, and occasionally also in Architecture and Civil Engineering. The Class meets for two hours at a time on two days per week during the three Terms of the College Session.

For the Second Year Students two courses are conducted by the Professor of Engineering, of which one is a Lecture Course and the other a Practice Course. The Lecture Course comprises surveying, levelling, and plotting, with the theory and use of the instruments required in surveying and levelling operations; mensuration of earthworks for railways; setting out works on the ground, including ranging of railway curves, and setting out breadths of cuttings and embankments, and ranging tunnels, &c. The Course also comprises usually some of the following subjects:—revision and farther prosecution of descriptive geometry and perspective, and other subjects of geometrical drawing; designing and drawing of oblique bridges; properties and qualities of materials used in construction, and modes of procuring them; and an introduction to architecture as a fine art.

In the Practice Course of the Second Year the Students are engaged in the performance of office and field work, under the instruction and direction of the

Professor; and the business includes surveying, levelling, drawing, mapping, and the computation of areas of lands, and other engineering calculations. Excursions are also made occasionally during the Session to visit Engineering works.

For the Third Year Students there are (as for those of the Second Year), two Courses conducted by the Professor, one a Lecture Course, and the other a Practice Course. The Lecture Course comprises the farther treatment of some of the subjects proposed to be entered on in the Second Year, and most of the following subjects:—foundations, cofferdams, bridges, tunnels, roads, and railways; specifications for engineering contracts; water-works for supplying towns; science of the flow of water in orifices, pipes, and canals; drainage of fens by gravitation, and by steam power and other mechanical means; regulation and improvement of rivers; science of the strength of materials and structures; ventilation of dwelling-houses, public buildings, and mines; processes and mechanisms used in foundries and engineering workshops.

The Practice Course includes office work, field work, and engineering excursions.

ANATOMY AND PHYSIOLOGY—*Professor, Peter Redfern,* M.D. Lond., F.R.C.S.

The Department of Anatomy and Physiology comprises two distinct Courses of Lectures—one on Anatomy and Physiology, the other on Descriptive and Surgical Anatomy, and also the teaching of Anatomy by Dissections throughout the day.

The Course of Anatomy and Physiology includes about 144 meetings, each of an hour's duration, held on the first five days of each week from November to April inclusive. These meetings are for lecture and occasional examinations on the subjects previously considered in the lectures. The lectures include a complete course of the Anatomy and Physiology of the general textures of the body, including the blood, chyle, &c., and a systematic account of the whole of the viscera, treated of as they are associated in groups for the several purposes of digestion, circulation, respiration, urination, innervation, and generation; also the organs of sense. In treating of every part or organ its healthy state is shown by recent dissections and by preparations from the Museum illustrating it in man and animals, its diseased states and actions being referred to at the same time and contrasted with the healthy ones. The textures not visible to the naked eye are shown under a series of achromatic microscopes, so that during the Course every student in the class has an opportunity of judging for himself of the true characters of each part, and, by becoming familiarized with these, of recognising each when changed by disease.

The Course of Practical Anatomy and Anatomical Demonstrations includes:—

1st. Dissections carried on throughout the day under the immediate superintendence of the Professor of Anatomy and Physiology, and the Demonstrator. Each Student is required to be steadily engaged in dissections during the whole Session. For this purpose the supply of subjects is regular and abundant, and thus affords the surest foundation for efficient medical teaching.

2nd. This Course includes the Anatomical Demonstrations, which consist of a complete Course of Descriptive and Surgical Anatomy, commencing with the anatomy of the skeleton and bones, and including the anatomy of the limbs and other parts, excluding that of the viscera and the physiology treated of in the Course of Anatomy and Physiology. The demonstrations are given on each of the first five days of the week, and are about 117 in number in each Session.

PRACTICE OF MEDICINE—*Professor, James Cuming,* M.D.

The class meets four times each week, from the first week of November to the last of the following April.

An examination is held usually once a fortnight. The Course embraces the principles of Inflammation, Fevers, the diseases, organic and functional, of the viscera of the three great cavities of the human body. In treating of individual diseases, their pathology, semeiology, ætiology, and treatment, are the subjects chiefly dwelt on. Wherever it is possible, pathology is illustrated by the preparations afforded by our Museum, by drawings and plates, or by recent specimens. It may be added that the Professor's present connexion with the Belfast General Hospital adds greatly to the means of making his Course more useful and interesting to students.

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Digest of Subjects and Courses.

THEORY AND PRACTICE OF SURGERY—*Professor, Alexander Gordon,* M.D.

Four Lectures are delivered weekly during the Medical Session. An examination is held each day on the subject of the preceding day's Lecture. Each Course comprises the following subjects:—

Inflammation,
Suppuration,
Mortification,
Erysipelas,
Burns,
Ulcers,
Wounds,
Hæmorrhage,
Diseases of the Arteries,
" Veins,
Fractures of Trunk and Extremities,
" Cranium, Injuries of the Brain and Scalp,
Dislocations,
Diseases of the Joints,
Diseases of the Bursae,
" Bone, benign and malignant,
" the Jaws and Mouth,
" the Fingers and Toes,
" Female Breast,
" Anus and Rectum,
" Testis,
" Hernia,
" Prostate,
" Bladder,
" Eyes,
" Larynx,
Syphilis,
Gonorrhœa,
Stricture.

All the capital and minor operations are performed on the dead subject. The Professor delivers a separate Course of twenty-five Lectures on Operative Surgery.

MATERIA MEDICA—*Professor, James Seaton Reid,* M.D.

This Course includes—

1st. General Pharmacology, or the modes in which medicines act upon the living organism in a state of health.

2nd. Therapeutics, or the modes in which medicines act as curative agents.

3rd. Pharmacy.

4th. Dietetics, a review of the different kinds of food used in health and in disease.

5th. Special Pharmacology, or the history, composition, uses, and modes of administering medicinal agents for the cure of disease.

The Class meets four times each week. An examination is held once every week.

MIDWIFERY—*Professor, Robert F. Dill,* M.D.

Lectures four times a week during the six winter months consist of following subjects:—

Anatomy of the pelvis, so much as is required for midwifery. Its measurement and pelvimeters.

Contents of the pelvis. The functions of the uterus in its virgin state.

Conception—length of gestation—changes of the uterus and its appendages during gestation.

Growth of child from its earliest seen form until its full parasitic size.

Graafian vesicle and corpus luteum. Fœtus, its circulation, signs of maturity, weight, and length.

Plural births.

Proportion of births and deaths of males to females.

Superfœtation.

Signs of pregnancy.

Signs of approaching labour.

Natural labour, its progress; also the positions and progress of child till its separation from its mother.

Management of natural labour, including the arrangement of the bed and bed-room, and the proper dress and posture of the patient.

Tedious labour, its causes and treatment.

Labour requiring the use of instruments; their application taught on models in the class.

Cæsarean section and Sigaultean operation—how to prevent the fœtus from getting large in uterus.

Premature labour—how to bring it on, and when it is necessary to do so.
Cross-births and their treatment.
Abortion—how to prevent it.
Extra uterine fœtations—how they occur, and their treatment.
Management of women after delivery, and treatment of such accidents and diseases as occur at this period.
Management of children after birth, washing, dressing, food, &c., and the choice of a wet-nurse, and treatment of such accidents as take place at this period, or soon after.
Practical midwifery taught by pupils attending patients in their own houses and in the Lying-in hospital, where Clinical Lectures are given.

MEDICAL JURISPRUDENCE—*Professor, John F. Hodges,* M.D., F.C.S.

The Lectures in this Course are delivered twice weekly during six months. They include an account of the history and chemical investigation of poisons, and of the various subjects respecting which the evidence and assistance of Medical Practitioners may be required in Courts of Law. Experimental illustrations of the methods to be pursued in medico-legal inquiries are given, and frequent examinations held to test the progress of Students. No salary has been allocated to the Teacher of this department, and the duties, at the request of the Council, have, since the opening of the College, been performed by Dr. Hodges.

ENGLISH LAW—*Professor, Echlin Molyneux,* Q.C.

[1875–6—*Professor, John M'Kane,* M.A.]

The Course of the *First* year in this department comprehends the elements of real and personal property, with the principles of conveyancing; that of the *Second* consists of an introduction to the principles and practice of Courts of Equity and the law of Bankruptcy; the *Third* Course includes the common law as incident to contracts, the nature and form of remedies by civil action, and an outline of criminal law, theoretical and administrative, which last completes the Curriculum of instruction required for the attainment of the Diploma of Elementary Law in the Queen's University. The subjects prescribed for Students of the *Fourth* year to qualify them for the Degree of LL.B. embrace a more extended and detailed course of the subjects already enumerated, including the law of wills, powers, evidence, and procedure.

JURISPRUDENCE AND POLITICAL ECONOMY—*Professor, T. E. Cliffe Leslie,* LL.B.

The subjects embraced in the Course of Lectures on *Jurisprudence* are according to the regulations of this College, (1) the Elements of Jurisprudence, (2) Civil Law, (3) Constitutional Law, (4) Colonial and International Law.

In the treatment of these subjects both the *Historical* and *Philosophical* Methods are followed in the Lectures of the Professor. The Historical Method, for example, is applied in tracing the principal changes through which the laws of England have passed, the assignable causes of such changes, and the degree and manner in which, in comparison with the laws of Continental Europe, the laws of this kingdom have been affected by contact with the principles of Roman legislation. The method of Philosophical Analysis, on the other hand, is applied in investigating the doctrines of the foundation and classification of rights, the several parts and legitimate form of a complete code, the relation of Scientific Jurisprudence to other departments of Social Philosophy, and the means of improving the state of Positive Law as deducible from such considerations.

The subjects which a Course of Lectures on *Political Economy* must embrace are fewer and more definite than those classed under the less advanced and more complicated Science of Jurisprudence. It is the Professor's endeavour to illustrate the principles of Economic Science by the help of those practical applications which will be most interesting and useful in a large commercial town.

Appendix, No. 9.

Professor Everett's Memorandum.

APPENDIX No. 9.

MEMORANDUM respecting the arrangements for teaching NATURAL PHILOSOPHY elsewhere.

In the University of Glasgow there is an Assistant Lecturer in Natural Philosophy besides two experienced laboratory assistants. The laboratory consists of several large and well-equipped rooms, adjacent to the lecture-room, and a number of students are employed under the direction of the Professor and his assistants in original research.

In the University of Edinburgh there are two assistants to the Professor of Natural Philosophy, one of them a man of education and scientific training, the other an experienced laboratory assistant. There is a laboratory where original investigations are conducted by students under the direction of the Professor and his assistants.

In Owens' College there are two Professors of Natural Philosophy, one taking the Experimental and the other the Mathematical branch.

I have no knowledge respecting the assistants there, nor respecting the laboratory.

In King's College, London, there are two assistants to the Professor of Natural Philosophy; one of them is an educated man who delivers lectures besides assisting to superintend the students in the laboratory, the other is an experienced laboratory assistant. A large number of students are engaged in elementary practical work, especially in electrical work bearing on telegraphy.

In University College, London, the subject of Natural Philosophy is divided between the Professor of Experimental Physics and the Professor of Mixed Mathematics. The former has a very skilful practical mechanic to assist him in his teaching and to make apparatus.

(Signed), J. D. EVERETT,
Professor of Natural Philosophy.

Appendix. No. 10.

Report on Lisburn School.

APPENDIX No. 10.

[Some months ago I received an important and respectful application from the Ulster Provincial School, Lisburn, conducted under the auspices of the Society of Friends, requesting such a recognition by the Council of this College as is given by the Syndicates of Oxford and Cambridge Universities to similar schools in England. This application I will take an early opportunity of bringing under the notice of the Council, in order to ascertain what general action might be adopted by this College in reference to the recognition and examination of similar establishments in the province. In the mean time, at the request of the Committee of the Lisburn School, I appointed Mr. M'Mullan, M.A., to examine the various departments of the school, and to furnish me with a report, to be brought under the notice of the Council. He has presented me with the following report.—P. S. H.]

REPORT.

Queen's College, Belfast,
16th March, 1876.

SIR,—In accordance with instructions received from you, I examined, during three days towards the end of February, the classes in the Friends'

Provincial School, Lisburn ; and I now beg leave to report very briefly on the general condition and arrangements of the school as an educational institution, and on the proficiency of the pupils in their several courses of study. *Appendix No. 10.* Report on Lisburn School.

The Provincial School was founded in 1774 for the board and education of the children (boys and girls) of members of the Society of Friends. The number in attendance at present is 61 (22 girls) against 25 in the year 1858. I find that the school buildings are barely adequate for the accommodation of the pupils and the teaching staff. The girls and boys pursue for the greater part the same courses of study, and in the same classes ; and this arrangement has been found to work well.

The school was originally intended to be what is called a "Commercial School," but I am glad to say that the courses studied at present are much more numerous and more extended than that title promises. All the boys and a few of the girls learn Latin ; 25 pupils (9 girls) study Physical Science ; 33 in a school of 61 learn French ; and all are taught Drawing. The boys leave school and enter on commercial life far too soon : the average age of the pupils in the highest class is something under 14.

As respects the examination—everything which comes under the general head "English education" is satisfactory ; and some things are more than satisfactory. In Arithmetic the pupils display extraordinary proficiency—particularly the first class. In the more advanced group of subjects (Latin, French, Geometry, Algebra) the elementary stage has not yet been passed, but the knowledge acquired is sound, and will serve as a good foundation. The Drawing is extremely good.

Though two, or perhaps three, of the best girls are better than any two or three of the boys, the girls as a whole are not equal to the boys as a whole. It ought to be added that the girls have to devote much of their time to learning practical housekeeping, which forms a regular part of their school duties.

I recommend (1) that English Grammar be taught more as a science, though not less as an art ; (2) that History be not so much confined (as, indeed, it is almost everywhere) to genealogies and the names and dates of kings ; and (3) that Greek and Chemistry—two subjects of great educational value—be added to the school curriculum.

Steps are being taken to carry out these recommendations.*

I cannot speak in too high terms of the ability, energy, and conscientiousness of the Management—of the order and discipline which reign in the school. The pupils appear to regard their teachers with respect and affection ; and—an important point—the teachers appear to merit their respect and affection. I only regret that the great educational advantages which this school affords are not within the reach of a larger circle of boys and girls of the middle class.

I have the honour to be, sir,
Your obedient servant,
S. J. M'Mullan.

To the Rev. the President,
Queen's College, Belfast.

* Since the above report was written, the study of Greek has been introduced, and other improvements are (March 31) in progress.

Appendix, No. 11. — Matriculation Examination.

APPENDIX No. 11.

Matriculation Examination, October, 1874.

English Language and Literature.—*Examiner, Professor Yonge.*

1. From what language or languages is the English language derived? State under what circumstances each of those other languages was introduced into Britain?

2. Give a list of the Sovereigns who reigned from 1066 to 1510: explaining the relationship in which each stood to his predecessor.

3. What events are chiefly remarkable in the career of Waltheof; Lanfranc; Strongbow; Langton; Hubert de Burgh; Simon, Earl of Leicester; Warenne, Earl of Surrey; Hugh le Despenser; the Earl of Warwick; Lord Stanley? (Five out of the ten may be selected.)

4. What were the chief provisions of the Constitutions of Clarendon?

SUBJECT FOR ESSAY.

The Norman Conquest; or, the advantage, to persons of every class, of a taste for literature.

Mathematics.—*Examiner, Professor Purser.*

ARITHMETIC.

1. If 3 men can mow 20 acres in 7 days, what fraction of an acre does 1 man mow in 1 day.

2. Find the value of 29 yards 2 feet 7 inches, at 4*s.* 4*d.* per yard.

3. Explain the meaning of discount. Find the discount on a bill for £235 due in 4 months, at 6 per cent.

4. Express $\frac{2}{5}$, $\frac{7}{15}$ and $\frac{1}{6}$ as fractions having all the same denominator.

Calculate $\frac{\frac{7}{10}-\frac{4}{7}}{\frac{4}{5}-\frac{11}{14}}$.

5. Reduce three half-pence to a decimal fraction of a pound. Multiply ·023 by ·02, and prove the result by vulgar fractions.

6. The area of a circle divided by that of the square described on its diameter=·7854 approximately. Find the diameter of a circle, which shall contain an acre (an acre contains 4840 square yards).

EUCLID.

1. Bisect a given right line.

2. Triangles upon the same base and between the same parallels are equal.

3. If a right line be divided equally and unequally, the sum of the squares on the unequal segments is equal to twice the square on half the line together with twice the square on the intermediate segment.

ALGEBRA.

1. Multiply x^2+x-6 by x^2+x-2, and divide the result by x^2-4.

2. Resolve into factors each of the expressions x^2-x and x^2-1. Find their least common multiple.

Appendix, No. 11

Matriculation Examination.

3. Solve the equations

$$1° \quad 5(x-\tfrac{1}{2}) = 7(x-\tfrac{3}{2}).$$

$$2° \quad \frac{5}{x+1} - \frac{2}{x} = \frac{3}{x+2}.$$

$$3° \quad \sqrt{x+12} = \sqrt{x}+2.$$

Peel Prize Examination.

Peel Prize Examination.

Geometry.—*Examiner, Professor Purser.*

1. Describe a rectilinear figure equal to one given rectilinear figure and similar to another.

2. One vertex of a triangle of given species is fixed, a second moves along the circumference of a given circle; find the locus of the third.

3. A B are two fixed points on a given circle, P a variable point on the same circle. A tangent is drawn to the circle at the given point T and AP, BP are produced to meet the tangent in X and Y; show that the rectangle $TX.TY$ varies as XY.

4. From O one of the points of intersection of two given circles, a variable line is drawn meeting the circles again in P and Q; prove that the rectangle $OP.PQ$ varies as the perpendicular let fall from P on the common chord.

5. Find a point such that the sum of its distances from the three vertices of a given triangle shall be the least possible.

6. Find the locus of a point such that if perpendiculars be let fall from it upon the sides of a given triangle, the triangle formed by joining their feet shall have a constant area.

7. Through a given point O two variable lines are drawn meeting a given circle in PP', QQ' respectively. Show that, if the chord PQ passes constantly through a fixed point, the chord $P'Q'$ passes through another fixed point.

8. Draw a circle to touch three given circles.

9. Find the locus of the centre of a circle cutting two given lines at two given angles.

10. Determine the point subtending two given lines AB and CD in similar triangles.

Scholarship Examination, October, 1874.

Scholarship Examination.

Literary Scholarships.—First Year Students.

Greek.—*Examiner, Professor MacDouall.*

I.—Translate these lines from the VIth Book of the *Ilias*:—

τὴν δ' ἠμείβετ' ἔπειτα μέγας κορυθαίολος Ἕκτωρ·
"μή μοι οἶνον ἄειρε μελίφρονα,[2] πότνια[2] μῆτερ!
μή μ' ἀπογυιώσῃς,[3] μένεος δ' ἀλκῆς τε λάθωμαι.
χερσὶ δ' ἀνίπτοισιν Διὶ λειβέμεν[1] αἴθοπα οἶνον
ἄζομαι·[2] οὐδέ πῃ ἔστι κελαινεφέι[2] Κρονίωνι
αἵματι καὶ λύθρῳ[2] πεπαλαγμένον[1] εὐχετάεσθαι.[1]

* * * * *

Appendix, No. 11.

Scholarship Examination.

ἀλλὰ σὺ μὲν πρὸς νηὸν Ἀθηναίης ἀγελείης[2]
ἔρχευ, ἐγω δὲ Πάριν μετελεύσομαι ὄφρα καλέσσω,[3]
αἴ κ' ἐθέλῃ εἰπόντος ἀκουέμεν. ὣς δέ οἱ αὖθι[2]
γαῖα χάνοι![3] μέγα γάρ μιν Ὀλύμπιος ἔτρεφε πῆμα[2]
Τρωσί τε καὶ Πριάμῳ μεγαλήτορι τοῖό τε παισίν.
εἰ κεῖνόν γε ἴδοιμι κατελθόντ' Ἄιδος εἴσω,
φαίην κεν φίλον ἦτορ ὀιζύος ἐκλελαθέσθαι.'[1]
ὣς ἔφαθ'· ἡ δὲ μολοῦσα ποτὶ μέγαρ' ἀμφιπόλοισιν
κέκλετο·[1] ταὶ[1] δ' ἄρ' ἀόλλισσαν[2] κατὰ ἄστυ γεραιάς.
αὐτὴ δ' ἐς θάλαμον κατεβήσετο[1] κηώεντα,[2]
ἔνθ' ἦσαν πέπλοι, παμποίκιλα ἔργα γυναικῶν
Σιδονίων, τὰς[1] αὐτὸς Ἀλέξανδρος θεοειδὴς
ἤγαγε Σιδονίηθεν, ἐπιπλὼς[1] εὐρέα πόντον,
τὴν ὁδὸν ἣν[3] Ἑλένην περ ἀνήγαγεν εὐπατέρειαν.[2]
τῶν ἕν' ἀειραμένη Ἑκάβη φέρε δῶρον Ἀθήνῃ,
ὃς κάλλιστος ἦν[1] ποικίλμασιν ἠδὲ μέγιστος,
ἀστὴρ δ' ὣς ἀπέλαμπεν, ἔκειτο δὲ νείατος[1] ἄλλων.
βῆ δ' ἴέναι, πολλαὶ δὲ μετεσσεύοντο γεραιαί.
αἱ δ' ὅτε νηὸν ἵκανον Ἀθήνης ἐν πόλι ἄκρῃ,
τῇσι θύρας ὤιξε[1] Θεανὼ καλλιπάρῃος·
τὴν γὰρ Τρῶες ἔθηκαν Ἀθηναίης ἱέρειαν.
αἱ δ' ὀλολυγῇ πᾶσαι Ἀθήνῃ χεῖρας ἀνέσχον.
ἡ δ' ἄρα πέπλον ἑλοῦσα Θεανὼ καλλιπάρῃος
θῆκεν Ἀθηναίης ἐπὶ γούνασιν ἠυκόμοιο,
εὐχομένη δ' ἠρᾶτο Διὸς κούρῃ μεγάλοιο·
"πότνι' Ἀθηναίη, ῥυσίπτολι,[2] δῖα θεάων![3]
ἄξον δὴ ἔγχος Διομήδεος ἠδὲ καὶ αὐτὸν
πρηνέα δὸς πεσέειν Σκαιῶν προπάροιθε πυλάων,
ὄφρα τοι αὐτίκα νῦν δυοκαίδεκα βοῦς ἐνὶ νηῷ
ἡνις[2] ἡκέστας[2] ἱερεύσομεν,[3] αἴ κ' ἐλεήσῃς
ἄστυ τε καὶ Τρώων ἀλόχους[2] καὶ νήπια[2] τέκνα."
ὣς ἔφατ' εὐχομένη· ἀνένευε δὲ Παλλὰς Ἀθήνη.

II.—1. Parse accurately and fully the words to which the figure 1 is attached, briefly elucidating any forms which may appear noteworthy.

2. Derive or decompound the words to which the figure 2 is attached, elucidating peculiarities of structure which any of them may present.

3. State very briefly the laws of syntax exemplified in the case or the mode of the words to which the figure 3 is attached.

Translate the following unprepared passage :—

χελιδὼν ἐκκλησίαν τῶν ὀρνέων συναθροίσασα παρῄνει φάσκουσα κράτιστον εἶναι τὸ μὴ προσκόπτειν ἀνθρώποις ἀλλὰ φιλίαν συνθεμένους οἰκείως διακεῖσθαι πρὸς αὐτούς. τῶν δὲ ὀρνέων τις τὰ ἐναντία τῇ χελιδόνι ἔλεγεν· "ἀλλὰ τὸ σπέρμα τοῦ λίνου μᾶλλον κατεσθίοντες ἀναλίσκωμεν καὶ ἀφανὲς ποιῶμεν, ἵνα μηκέτι ἔχωσι πλέκειν δίκτυα καθ' ἡμῶν." ἡ μὲν οὖν χελιδών, ἀρίστην γνώμην ἔχουσα, ἀκίνδυνος ἐν ταῖς πόλεσι διατρίβουσα καὶ ἐν ταῖς οἰκίαις τίκτουσα παρ' ἀνθρώποις οὐδὲν ὑπ' αὐτῶν πάσχει κακόν, τὰ δὲ λοιπὰ ὄρνεα, οἷς διεγνώσθη μᾶλλον κατεσθίειν τὸ σπέρμα ὡς πάντων κακῶν αἴτιον, δικαίως ὑπ' ἀνθρώπων συλλαμβανόμενα δαπανᾶται, οὕτω τε ταύτην τὴν κακογνωμοσύνην ὑπομείναντα μετενόησε μὴ μετ' ἀνθρώπων μένειν ἀλλ' ἐν ἀέρι πέτεσθαι. ὡσαύτως δὲ καὶ τῶν ἀνθρώπων, ὅσοι ἐν τοῖς πράγμασι τῷ τῆς ἀγχινοίας βουλεύματι χρῶνται, τούτοις δὴ ὡς ἐπὶ πλεῖστον συμβαίνει ἀκινδύνοις διαφυλαχθῆναι.

Translate these sentences into Attic :—

"I think that even this man, should anyone ask him what is it that he would have done if placed in the same circumstances with my friend, would have made this reply and no other :—'that he would have adopted one who would both honour him while living and bury him when dead.'"

Cleandros hearing this said, that he was not disposed to commend Dexippos if he had so acted : he however expressed his opinion that that person ought not, even if utterly bad, to suffer violence, but to be tried and receive the sentence due. He added :—For the present therefore leave this man with me and depart, and, when I give notice, be present at the trial."

"I maintain also that any other person whom he may accuse ought to surrender himself for trial : for thus ye would be absolved from the charge. But, as matters stand now, it will be hard if we, while expecting to meet with applause and honour in Hellas, shall—instead of that—not even be in the same condition with all others but be excluded from the Hellenic cities."

LATIN.—*Examiner, Professor Nesbitt.*

Translate :

1. Fusis Auruncis victor tot intra paucos dies bellis Romanus promissa consulis fidemque senatus expectabat, *cum Appius*, et insita superbia animo, et ut collegæ vanam faceret fidem, quam asperrime poterat ius de creditis pecuniis *dicere*. deinceps et qui ante nexi fuerant creditoribus tradebantur, et nectebantur alii. quod ubi cui militi inciderat, collegam appellabat. concursus ad Servilium fiebat ; illius promissa iactabant, illi exprobrabant sua quisque belli merita cicatricesque acceptas. postulabant, ut aut referret ad senatum, aut ut *auxilio esset* consul *civibus* suis, imperator militibus. movebant consulem haec ; sed tergiversari res cogebat : adeo in alteram causam non collega solum praeceps erat, sed omnis factio nobilium. ita medium se gerendo nec plebis vitavit odium, nec apud patres gratiam iniit. patres mollem consulem et ambitiosum rati, plebes fallacem ; brevique apparuit adaequasse eum Appii odium. certamen consulibus inciderat, uter dedicaret Mercurii aedem. senatus a se rem ad populum reiecit : utri eorum dedicatio iussu populi data esset, eum praeesse annonae, mercatorum collegium instituere, sollemnia pro pontifice iussit suscipere. populus dedicationem aedis dat M. Lactorio primi pili centurioni : *quod* facile *appareret* non tam ad honorem eius, cui curatio altior fastigio suo data esset, factum quam ad consulum ignominiam.

Explain accurately the position of the *nexus*. What is the meaning of *appellatio?* Why were these functions assigned to the dedicator of the Temple of *Mercurius?* Who at this time constituted the *populus* to whom the decision was referred ?

2. Translate and comment on the words printed in italics :

(*a*) Adeo id gratum plebi fuit, ut . . id modo *sciscerent juberentque*, ut senatus decerneret qui Romae regnaret.

(*b*) Et Ancum Sabina matre ortum nobilemque una *imagine* Numae esse.

(*c*) Ut concilia populi, *exercitus vocati*, *summa rerum*, ubi aves non admisissent, dirimerentur.

(*d*) Miscuit manipulos ex Latinis Romanisque, *ut ex binis singulos faceret binosque ex singulis ;* ita *geminatis manipulis centuriones imposuit.*

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Scholarship Examinations.

(*e*) Neque suum cuique jus modum faciebat, sed *virium spes*, et manu obtinendum erat quod *intenderes.*

(*f*) Ut *familia ad aedem Cereris venum iret.*

(*g*) Igitur tribuni, ut impediendae rei nulla spes erat, *de proferendo exercitu* agere.

(*h*) *Nisi ita esset*, multi *privatim ferebant* Volscio *iudicem.*

(*i*) Quemcunque lictor iussu consulis *prehendisset*, tribunus mitti *iubebat.*

(*k*) Populum *iureiurando* adegit neminem Romae *passuros* regnare.

Unprepared Latin.

3. In surditate vero quidnam est mali? Erat surdaster M. Crassus: sed aliud molestius, quod male audiebat; etiam si, ut mihi videbatur, iniuria. Nostri Graece fere nesciunt, nec Graeci Latine. Ergo hi in illorum, et illi in horum sermone surdi: omnesque nos in iis linguis, quas non intelligimus, quae sunt innumerabiles, surdi profecto sumus. At vocem citharoedi non audiunt: ne stridorem quidem serrae tum, cum acuitur: aut grunnitum, cum iugulatur, suis: nec, cum quiescere volunt, fremitum murmurantis maris. Et, si cantus eos forte delectant, primum cogitare debent, *antequam hi sint inventi*, multos beate vixisse sapientes: deinde multo maiorem percipi posse legendis his, quam audiendis, voluptatem: tum, ut paullo ante caecos ad aurium traducebamus voluptatem, sic licet surdos ad oculorum. Etenim qui secum loqui poterit, sermonem alterius non requiret.

Congerantur in unum omnia, ut idem oculis et auribus captus sit; premantur etiam doloribus acerrimis corporis. Qui primum per se ipsi plerumque conficiunt hominem: sin forte longinquitate producti vehementius tamen torquent, quam ut causa sit, cur ferantur: quid est tandem, dii boni! quod laboremus? Portus enim praesto est mors, aeternum nihil sentiendi receptaculum.

4. Explain the following constructions in the above extracts:

(*a*) Cum Appius . . jus dicere.
(*b*) Ut auxilio esset civibus.
(*c*) Quod facile appareret, etc.
(*d*) Antequam hi sint inventi.

5. Explain accurately the usage of *postquam* and *antequam;* also of *quanquam* and *quamvis.*

6. Derive and explain the following:—*Consul, pecunia, praeceps, ambitiosus, plebs, tergiversor, annona, surdaster, murmur, grunnio, bini.*

7. Translate into Latin prose:

With this view he fortified his own camp with great care, occupied all the posts of strength round the place, and having entirely cut off the besieged from any communication with the adjacent country, he waited patiently till necessity should compel them to open their gates. But their enthusiastic zeal for liberty made the citizens despise the distresses occasioned by the scarcity of provisions, and supported them under all the miseries of famine. Monluc, by his example and exhortations, taught his soldiers to vie with them in patience and abstinence; and it was not until they had withstood a siege of ten months, until they had eaten up the horses, dogs, and other animals in the place, and were reduced almost to their last morsel of bread, that they proposed a capitulation. Even then they demanded honourable terms; and as Cosmo, though

no stranger to the extremity of their condition, was afraid that despair might prompt them to enter upon some wild enterprise, he immediately granted them conditions more favourable than they could have expected.

Translate, with brief notes when you think it necessary :

1. Ast ubi digressum Siculae te admoverit orae
Ventus, et angusti rarescent claustra Pelori ;
Laeva tibi tellus et longo laeva petantur
Aequora circuitu, dextrum fuge litus et undas.
Haec loca vi quondam et vasta convulsa ruina—
Tantum aevi longinqua valet mutare vetustas—
Dissiluisse ferunt : quum protenus utraque tellus
Una foret ; venit medio vi pontus, et undis
Hesperium Siculo latus abscidit, arvaque et urbes
Litore diductas angusto interluit aestu.
Dextrum Scylla latus, laevum implacata Charybdis.
Obsidet, atque imo barathri ter gurgite vastos
Sorbet in abruptum fluctus, rursusque sub auras
Erigit alternos et sidera verberat unda.
At Scyllam caecis cohibet spelunca latebris,
Ora exsertantem et naves in saxa trahentem.
Prima hominis facies et pulchro pectore virgo
Pube tenus ; postrema immani corpore pistrix,
Delphinum caudas utero commissa luporum.

2. Quis te, magne Cato, tacitum, aut te, Cosse, relinquat ?
Quis Gracchi genus, aut geminos, duo fulmina belli,
Scipiadas, cladem Libyae, parvoque potentem
Fabricium, vel te sulco, Serrane, serentem ?
Quo fessum rapitis, Fabii ? Tu Maximus ille es,
Unus qui nobis cunctando restituis rem.
Excudent alii spirantia mollius aera,
Credo equidem, vivos ducent de marmore vultus,
Orabunt causas melius, caelique meatus
Describent radio et surgentia sidera dicent ;
Tu regere imperio populos, Romane, memento :
Hae tibi erunt artes, pacisque imponere morem,
Parcere subiectis, et debellare superbos.

3. Vino et lucernis Medus acinaces
Immane quantum discrepat : impium
Lenite clamoren, sodales,
Et cubito remanete presso !

Voltis severi me quoque sumere
Partem Falerni ? Dicat Opuntiae
Frater Megillae, quo beatus
Volnere, qua pereat sagitta.—

Cessat voluntas ?—Non alia bibam
Mercede. Quae te cunque domat Venus,
Non erubescendis adurit
Ignibus ingenuoque semper

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Amore peccas. Quidquid habes, age,
Depone tutis auribus.—Ah miser,
Quanta laborabas Charybdi,
Digne puer meliore flamma!

Quae saga, quis te solvere Thessalis
Magus venenis, quis poterit deus?
Vix illigatum te triformi
Pegasus expediet Chimaera.

4. Impios parrae recinentis omen
Ducat et praegnans canis, aut ab agro
Rava decurrens lupa Lanuvino
Fetaque volpes;

Rumpat et serpens iter institutum,
Si per obliquum similis sagittae
Terruit mannos: ego cui timebo,
Providus auspex,

Antequam stantes repetat paludes
Imbrium divina avis imminentum,
Oscinem corvum prece suscitabo
Solis ab ortu.

Sis licet felix, ubicunque mavis,
Et memor nostri, Galatea, vivas,
Teque nec laevus vetet ire picus
Nec vaga cornix.

Sed vides, quanto trepidet tumultu
Pronus Orion. Ego quid sit ater.
Hadriae novi sinus et quid albus.
Peccet Iapyx.

Discuss the variations in the text of the last passage which have been accepted by some modern editors.

5. Translate and comment on the words printed in italics:

(*a*) Triginta magnos *volvendis* mensibus orbis
Imperio explebit.

(*b*) . . Nunc terras ordine longo
Aut *capere* aut *captas* iam despectare videntur.

(*c*) Et *si fata deum*, si mens non *laeva* fuisset,
Impulerat ferro Argolicas foedare latebras.

(*d*) Sed quis erit modus, aut *quo certamine tanto?*

(*e*) - Spatia et si plura supersint,
Transeat elapsus prior, *ambiguumque relinquat.*

(*f*) Et *ademptus Hector*
Tradidit fessis *leviora tolli*
Pergama Grais.

(*g*) Quid quisque vitet nunquam homini satis
Cautum est *in horas*: navita *Bosporum*
Poenus perhorrescit neque *ultra*
Caeca *timēt* aliunde fata.

(*h*) Quin et Prometheus et Pelopis parens
Dulci *laborem* decipitur sono.

(*i*) Non *incendia Karthaginis* impiae
Eius, qui domita nomen ab Africa
Lucratus rediit, clarius indicant
Laudes quam *Calabrae Pierides.*

6. State the structures of the Sapphic and the Alcaic Stanzas, and mention any irregularities in them admitted by Horace.

7. Turn into Latin verse:

Yet can I not persuade me thou art dead,
Or that thy corse corrupts in earth's dark womb,
Or that thy beauties lie in wormy bed,
Hid from the world in a low-delved tomb.
Could Heaven for pity thee so strictly doom?
Oh no! for something in thy face did shine
Above mortality, that shewed thou wast divine.

HISTORY.—*Examiner, Professor Yonge,* M.A., Oxon.

1. Harold had been king of England only. Mention the circumstances which led to subsequent kings of England extending their dominions, in both these islands and on the continent; and explain also the circumstances under which some of them lost territories which their predecessors had acquired.

2. What kings of France were contemporaries of Henry II., John, Henry III., Edward I., Edward III., and Edward IV.

3. Enumerate and explain the character of the most important provisions of Magna Charta: and point out the influence which they had on the subsequent growth of the English Constitution.

4. Give some account of Archbishop Langton, Hubert de Burgh, Cressingham, Sir Walter Manny, Peter de la Mare, the Duke of Bedford, the Duke of Suffolk, Dudley.

Write a brief Essay on the English Parliament, mentioning especially any similar body or bodies which had previously existed in the kingdom; the circumstances under which it was founded (as is commonly said) in the reign of Henry III.; its subsequent development and extension of power and authority under his successors.

SECOND YEAR STUDENTS.

GREEK.—*Examiner, Professor MacDouall.*

Translate the following stanzas from the *Bacchae* of EURIPIDES, and annex brief notes on idioms, metres, and mythologic and geographic references.

Ὅσια, πότνα θεῶν, στρ. α'.
Θέμι! τάνδ' εἰ κατὰ γᾶν
πτερὰ χρυσᾶ σε φέρει,
τάδε Πενθέως ἀίεις;

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ἀίεις οὐχ ὁσίαν
ὕβριν ἐς τὸν Βρόμιον,
τὸν Σεμέλας, τὸν παρὰ καλλιστεφάνοις
εὐφροσύναις δαίμονα πρῶτον μακάρων; ὃς τάδ' ἔχει,
θιασεύειν τε χοροῖς μετά τ' αὐλοῦ γελάσαι
ἀποπαῦσαί τε μερίμνας, ὁπόταν βότρυος ἔλθῃ γάνος ἐν δαιτὶ θεῶν
κισσοφόροις τ' ἐν θαλίαις ἀνδράσι κρατὴρ ὕπνον ἀμφιβάλλῃ.

* * * * *

ἰκοίμαν ποτὶ Κύπρον, νᾶσον τᾶς Ἀφροδίτας, στρ. β'.
ἐν ᾇ θελξίφρονες νέμονται θνατοῖσιν Ἔρωτες,
χθόνα θ' ἃν ἑκατόστομοι βαρβάρου ποταμοῦ ῥοαὶ
καρπίζουσιν ἄνομβρον! ποῦ δ' ἁ καλλιστευομένα
Πιερία μούσειος ἕδρα, σέμνα κλιτὺς Ὀλύμπου;
ἐκεῖσ' ἄγε μ', ὦ Βρόμιε,
πρόβακχ' εὔιε δαῖμον!
ἐκεῖ δὲ βάκχαις θέμις ὀργιάζειν.
ὁ δαίμων ὁ Διὸς παῖς χαίρει μὲν θαλίαισιν· ἀντ. β'.
φιλεῖ δ' ὀλβοδότειραν Εἰρήναν κουροτρόφον θεάν.
ἐπ' ἴσης δὲ τὸν ὄλβιον τόν τε χείρονα δῶκ' ἔχειν
οἴνου τέρψιν ἄλυπον· μισεῖ δ' ᾧ μὴ ταῦτα μέλει,
κατὰ φάος νύκτας τε φίλας εὐαίωνα διαζῆν
σοφάν τ' ἀπέχειν πραπίδα
περισσῶν ἀπὸ φωτῶν.
τὸ πλῆθος ὅ τι τὸ φαυλότερον
ἐνόμισε χρηταί τε, τόδ' ἂν δεχοίμαν.

Translate the following (unprepared) passage, being an ironical description of abstracted students:—

οὗτοι δέ που ἐκ νέων πρῶτον μὲν εἰς ἀγορὰν οὐκ ἴασι τὴν ὁδὸν οὐδὲ ὅπου δικαστήριον ἢ βουλευτήριον ἢ τι κοινὸν ἄλλο τῆς πόλεως συνέδριον, νόμους δὲ καὶ ψηφίσματα λεγόμενα ἢ γεγραμμένα οὔτε ὁρῶσιν οὔτε ἀκούουσι. σπουδαὶ δὲ ἑταιρειῶν ἐπ' ἀρχὰς καὶ σύνοδοι καὶ δεῖπνα καὶ σὺν αὐλητρίσι κῶμοι—οὐδὲ ὄναρ πράττειν προσίσταται αὐτοῖς. εὖ δὲ ἢ κακῶς τίς γέγονεν ἐν πόλει ἢ τίνων ἐκ προγόνων ἢ ἀνδρῶν ἢ γυναικῶν, μᾶλλον αὐτὸν λέληθεν ἢ οἱ τῆς θαλάττης λεγόμενοι χόες. καὶ ταῦτα πάντ' οὐδ' ὅτι οὐκ οἶδεν, οἶδεν. οὐδὲ γὰρ αὐτῶν ἀπέχεται τοῦ εὐδοκιμεῖν χάριν· ἀλλὰ τῷ ὄντι τὸ σῶμα μόνον ἐν τῇ πόλει κεῖται αὐτοῦ καὶ ἐπιδημεῖ, ἡ δὲ διάνοια, ταῦτα πάντα ἡγησαμένη σμικρα καὶ ἀτιμάσασα, πανταχῇ φέρεται κατὰ Πίνδαρον, τά τε γᾶς ὑπένερθε καὶ τὰ ἐπίπεδα γεωμετροῦσα οὐρανοῦ τε ὕπερ ἀστρονομοῦσα, καὶ πᾶσαν πάντη φύσιν ἐρευνωμένη τῶν ὄντων ἑκασταχοῦ, εἰς δὲ τῶν ἐγγὺς οὐδὲν αὐτὴν συγκαθιεῖσα.

LATIN.—*Examiner, Professor Nesbitt.*

Translate:—

1. Equitum levisque armaturae statio, composita instructaque in subitos tumultus, et suo militi tuta omnia et infesta effusis hostium populatoribus praebebat; neque universo periculo summa rerum committebatur, et parva momenta levium certaminum ex tuto coeptorum finitimo receptu adsuefaciebant territum pristinis cladibus militem minus iam tandem aut virtutis aut fortunae paenitere suae. sed non Hannibalem magis infestum tam sanis consiliis habebat quam magistrum equitum, qui nihil aliud quam quod impar erat imperio morae ad rem publicam praecipitandam habebat, ferox rapidusque in consiliis ac lingua immodicus. primo inter paucos, dein propalam in vulgus pro cuncta-

tore segnem pro cauto timidum, adfingens vicina virtutibus vitia, compellabat; *premendorum superiorum* quae pessima ars nimis prosperis multorum successibus crevit sese extollebat.

(*a*) An easy emendation for the corrupt reading of the MSS. 'premendorum superiorum' has been adopted by Madvig? (*b*) 'Adfingens vicina virtutibus vitia'—Cite a parallel from Horace.

2. Translate and explain the following passages:—

(*a*) Tum experta nobilitas parum fuisse virium in competitoribus eius L. Aemilium Paulum, qui cum M. Livio consul fuerat et damnatione collegae et sua prope ambustus evaserat, infestum plebei diu ac multum recusantem ad petitionem compellit. is proximo comitiali die concedentibus omnibus, qui cum Varrone certaverant par magis in adversandum quam collega datur consuli.

(*b*) Itaque plebei scitum quo oneratus sum magis quam honoratus primus antiquo abrogoque, et . . sub imperium auspiciumque tuum redeo.

(*c*) Hoc multo magis in secundo ac tertio citato senatore est factum, ut ipsius peanitere homines appareret, quem autem in eius substituerent locum, deesse, quia nec eosdem nominari attinebat, nihil aliud quam ad audienda probra nominatos, et multo humiliores obscurioresque ceteri erant eis qui primi memoriae occurrebant. ita dilabi homines, notissimum quodque malum maxime tolerabile dicentes esse, iubentesque senatum ex custodia dimitti.

(*d*) Cohortandos, qui redempturis auxissent patrimonia, ut rei publicae, ex qua crevissent, tempus commodarent, conducerentque ea iege praebenda quae ad exercitum Hispaniensem opus essent, ut, cum pecunia in aerario esset, iis primis solveretur.

3. Translate, with short notes where needed:—

Σκοπὸς est, ut suspicor, illis qui tenent, nullam cuiquam largitionem relinquere. Unus loquitur et palam adversatur adolescens Curio. Huic plausus maximi, consalutatio forensis perhonorifica, signa praeterea benevolentiae permulta a bonis impertiuntur, Fufium clamoribus et conviciis et sibilis consectantur. His ex rebus non spes, sed dolor est maior, cum videas civitatis voluntatem solutam, virtutem adligatam. Ac ne forte quaeras κατὰ λεπτὸν de singulis rebus, universa res oe est deducta, spes ut nulla sit aliquando non modo privatos, verum etiam magistratus liberos fore. Hac tamen in oppressione sermo in circulis dumtaxat et conviviis est liberior quam fuit. Vincere incipit timorem dolor, sed ita, ut omnia sint plenissima desperationis. Habet etiam Campana lex exsecrationem in contione candidatorum si mentionem fecerint, quo aliter ager possideatur atque ut ex legibus Iuliis. Non dubitant urare ceteri: Laterensis existimatur laute fecisse, quod tribunatum pl. petere destitit, ne iuraret. Sed de re publica non libet plura scribere. Displiceo mihi nec sine summo scribo dolore. Me tueor, ut oppressis omnibus, non demisse, ut tantis rebus gestis, parum fortiter. A Ceasare valde liberaliter invitor in legationem illam, sibi ut sim legatus, atque etiam libera legatio voti causa datur. Sed haec et praesidii apud pudorem Pulchelli non habet satis et a fratris adventu me ablegat, illa et munitior est et non impedit quo minus adsim, quum velim.

4. Translate into Latin prose:—

I know it is to no purpose to advise you not to grieve; that is not my intention; for such a loss as yours cannot be received indifferently. But though your affection to him whom you loved so dearly, and your

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Scholarship Examinations.

reason in valuing his merit did expose you to the danger of that sorrow which now oppresseth you; yet if you consult with that affection and with that reason, I am persuaded that you will see cause to moderate that sorrow; for your affection to that worthy person may tell you, that even to it you cannot justify yourself, if you lament his being raised to a degree of happiness far beyond any that he did or could enjoy upon the earth. And your reason will assure you that beside the vanity of bemoaning that which hath no remedy, you offend him whom you loved, if you hurt that person whom he loved. Remember how apprehensive he was of your dangers, and how sorry for any thing that troubled you; imagine that he sees how you afflict and hurt yourself; you will then believe that he may censure you, if you pursue not his desires in being careful of yourself who was so dear to him. But he sees you not; he knows not what you do; well, what then? Will you do anything that would displease him if he knew it, because he is where he doth not know it? I am sure that was never in your thoughts.

Translate, with notes where necessary:

1. Nil erit ulterius, quod nostris moribus addat
Posteritas; eadem cupient facientque minores.
Omne in praecipiti vitium stetit! Utere velis,
Totos pande sinus. dicas hic forsitan, 'unde
Ingenium par materiae? unde illa priorum
Scribendi quodcumque animo flagrante liberet.
Simplicitas, cuius non audeo dicere nomen?
Quid refert dictis ignoscat Mucius, an non?
Pone Tigellinum: taeda lucebis in illa,
Qua stantes ardent qui fixo gutture fumant,
Et latum media sulcum deducis arena'.
Qui dedit ergo tribus patruis aconita vehatur
Pensilibus plumis, atque illinc despiciat nos?
Quum veniet contra, digito compesce labellum:
Accusator erit, quiverbum dixerit, 'hic est'.

2. Paulus vel Cossus vel Drusus moribus esto;
Hos ante effigies maiorum pone tuorum;
Praecedant ipsas illi te consule virgas.
Prima mihi debes animi bona; sanctus haberi
Iustitiaeque tenax factis dictisque mereris,
Agnosco procerem. Salvè, Gaetulice, seu tu
Silanus, quocumque alio de sanguine, rarus
Civis et egregius patriae contingis ovanti!
Exclamare libet, populus quod clamat Osiri
Invento. Quis enim generosum dixerit hunc, qui
Indignus genere et praeclaro nomine tantum
Insignis? nanum cuiusdam Atlanta vocamus,
Aethiopem cygnum, parvam extortamque puellam.
Europen; canibus pigris scabieque vetusta
Levibus et siccae lambentibus ora lucernae
Nomen erit pardus, tigris, leo, si quid adhuc est,
Quod fremit in terris violentius. Ergo cavebis
Et metues, ne tu sis Creticus aut Camerinus.

3. O mihi curarum pretium non vile mearum,
Flacce, Antenorei spes et alumne laris,

Pierios differ cantus citharamque sororum ;
Aes dabit ex istis nulla puella tibi.
Quid petis a Phoebo ? nummos habet arca Minervae ;
Haec sapit, haec omnes fenerat una deos.
Quid possunt hederae Bacchi dare ? Palladis arbor
Inclinat varias pondere nigra comas.
Praeter aquas Helicon et serta lyrasque dearum
Nil habet et magnum, sed perinane sophos.
Quid tibi cum Cirrha ? quid cum Permesside nuda ?
Romanum propius divitiusque forum est.
Illic aera sonant : at circum pulpita nostra
Et steriles cathedras basia sola crepant.

5. Condita cum tibi sit iam sexagesima messis
Et facies multo splendeat alba pilo,
Discurris tota vagus urbe, nec ulla cathedra est,
Cui non mane feras irrequietus Ave ;
Et sine te nulli fas est prodire tribuno,
Nec caret officio consul uterque tuo ;
Et sacro deciens repetis Palatia clivo
Sigerosque meros Partheniosque sonas.
Haec faciant sane iuvenes : deformius, Afer,
Omnino nihil est ardelione sene.

5. Translate and explain :

(*a*) quamvis quota portio faecis Achaei.

(*b*) Transi
Gymnasia atque audi facinus maioris abollae.

(*c*) Inde cadunt partes ex foedere pragmaticorum.

(*d*) Et madidis cantat quae Sostratus alis.

(*e*) Vicinus Novio vel inquilinus
Sit, si quis Novium videre non volt.

(*f*) In jus, o fallax atque infitiator, eamus ;
Aut vive aut deciens, Scaevola, redde deis.

(*g*) Nihil colonus vilicusque decoxit.

(*h*) Cur non mensa tibi ponitur a pedibus ?

Unseen Latin.

6. Non ego nunc tristes vereor, mea Cynthia, Manes,
Nec moror extremo debita fata rogo :
Sed ne forte tuo careat mihi funus amore,
Hic timor est ipsis durior exequiis.
Non adeo leviter nostris Puer haesit ocellis,
Ut meus oblito pulvis amore vacet.
Illic Phylacides iucundae coniugis heros
Non potuit caecis inmemor esse locis,
Sed cupidus falsis attingere gaudia palmis
Thessalis antiquam venerat umbra domum.
Illic quicquid ero, semper tua dicar imago :
Traicit et fati litora magnus amor.
Illic formosae veniant chorus heroinae,
Quas dedit Argivis Dardana praeda viris ;

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Quarum nulla tua fuerit mihi, Cynthia, forma
Gratior, et Tellus hoc ita iusta sinat.
Quamvis te longae remorentur fata senectae,
Cara tamen lacrimis ossa futura meis :
Quae tu viva mea possis sentire favilla !
Tum mihi non ullo mors sit amara loco.

7. Translate into Latin Hexameters :—

There is a beautiful spirit breathing now
Its mellow richness on the clustered trees,
And, from a breaker full of richest dyes,
Pouring new glory on the autumn woods,
And dipping in warm light the pillar'd clouds.
Morn on the mountain, like a summer bird,
Lifts up her purple wing ; and in the vales
The gentle wind, a sweet and passionate wooer,
Kisses the blushing leaf, and stirs up life
Within the solemn woods of ash deep crimson'd,
And silver beech and maple yellow-leaved,
Where Autumn, like a faint old man, sits down
By the way side a-weary.

The English Language.—*Examiner, Professor Yonge,* M.A., Oxon.

1. The language used in England since the Conquest has been divided by modern grammarians into Semi-Saxon, Old English, Middle English, Modern English. State, as nearly as you can, the time at which each superseded its predecessor, the principal differences which each successive change introduced ; and mention one or two of the most eminent authors in each ; with any observations on their writings and abilities which may occur to you.

2. Were any other languages, besides modifications of Saxon or of English, in common used in England during the Middle Ages ? If so, what were these languages ; and when, and from what causes did each or any of them prevail ?

3. How far does Shakespeare usually adhere to historical truth in his historical dramas ? And to what extent is his practice in this respect exemplified in Henry VIII. ?

4. Give the character of Wolsey as delineated in the play when the news of his death reaches the court.

5. Give some account of satire and satirists in England, comparing it and them, as far as your knowledge of Latin and French may enable you to do so, with the poetry and poets of the same class in those languages.

6. Write notes on the following passages :—

And Congreve lov'd and Swift endur'd my lays,
The courtly Talbot, Somers, Sheffield read,
Ev'n mitred Rochester would nod the head ;
And St. John's self, great Dryden's friends before,
With open arms receiv'd one poet more.

Bear, like the Turk, no brother near the throne.

Proud as Appollo on his forked hill
Sate full blown Bufo, puffed by every quill,
Fed with soft dedication all day long ;
Horace and he went hand-in-hand in song.

Satire's my weapon, but I'm too discreet
To run a muck, and tilt at all I meet;
I only wear it in a land of Hectors,
Thieves, supercargoes, sharpers and directors.
Peace is my dear delight, not Fleury's more.

7. What account does Macaulay give of the general state of education and learning in England in the first three quarters of the 17th century.

8. Write a brief essay on the genius of either Milton; *or* Pope; *or* Hume; *or* Walter Scott; *or* Byron; *or* Wordsworth; illustrating your remarks by quotations from, or references to, some of their works.

MODERN LANGUAGES.—*Examiner, Professor Meissner.*

FRENCH.

Translate into French :—

1. Though he studies a great deal, he makes very little progress. I shall see him before I go into the country. I accompanied your sister as far as the bridge. He will go in spite of you. I shall soon go to sleep. These works have their merit, every one appreciates their value. The tree I prefer is the oak. What a beautiful thing! The most trustworthy historians have related these facts.

2. Johnson grown old is better known to us than any other man in history. But we have no minute information respecting those years of Johnson's life during which his character and his manner became immutably fixed. We know him, not as he was known to the men of his own generation, but as he was known to the men whose father he might have been. That celebrated club of which he was the most distinguished member contained few persons who could remember a time when his fame was not fully established, and his habits completely formed.—MACAULAY.

Translate into English :—

1. Leurs feux de bataillon, en grimpant la colline, nous couvraient de fumée, parce que le vent soufflait de notre côté, ce qui nous empêchait de les voir. Malgré cela, nous avions commencé nos feux de file. On ne s'entendait et l'on ne se voyait plus depuis au moins un quart d'heure, quand tout à coup les hussards prussiens furent dans notre carré. Je ne sais pas comment cela s'était fait, mais ils étaient dedans et tourbillonnaient à droite et à gauche en se penchant sur leurs petits chevaux, pour nous hacher sans miséricorde. Nous leur donnions des coups de baïonnette, nous criions, ils nous lâchaient des coups de pistolet; enfin c'était terrible.—Zébédé, le sergent Pinto et une vingtaine d'autres de la compagnie nous tenions ensemble.—Je verrai toute ma vie ces figures pâles, les moustaches allongées derrière les oreilles, les petits shakos serrés par la jugulaire sous leurs mâchoires; les chevaux qui se dressent en hennissant sur des tas de morts et de blessés.—ERCKMANN-CHATRIAN.

2. Muse, c'est donc en vain que la main vous démange
S'il faut rimer ici, rimons quelque louange;
Et cherchons un héros, parmi cet univers,
Digne de notre encens et digne de nos vers.
Mais à ce grand effort en vain je vous anime;

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Je ne puis pour louer rencontrer une rime ;
Dès que j'y veux rêver ma veine est aux abois.
J'ai beau frotter mon front, j'ai beau mordre mes doigts,
Je ne puis arracher du creux de ma cervelle
Que des vers plus forcés que ceux de la Pucelle.
Je pense être àla gêne ; et, pour un tel dessein,
La plume et le papier résistent à ma main.—BOILEAU.

PHILOLOGICAL QUESTIONS.

1. Show that the Romance languages cannot be derived from Classical Latin.

2. Of what process of derivation are the following words examples :—*soleil, sommeil, taureau ?*

3. Give the etyma of *lire, géant, froid,* and remark on the change of the Latin middle consonant.

4. Explain the origin of the *u* in the following forms : *du, chevaux, Thibaut.*

GERMAN.

Translate into German :—

1. We shall expect you next week. The best man is not without faults. Will you lend me your German grammar? They are strangers. By this you will know him. The books which I require, must be ordered from Leipzig. Have you lost anything? I have been four times in Germany. It is five o'clock. We see each other very seldom. The boys come from school. The castle was built three hundred years ago. Wait, till I have finished my work. After it has lightened, it thunders. We shall remain in town, as long as the bad weather continues. The enemy has been put to flight. May I use your pen? What am I to do? I have been obliged to write a letter. He will be obliged to obey.

Translate into English :—

2. Eugen, nach Wien zurückgekehrt behielt äußerlich durchaus die bisherige hohe Stellung als Präſident des Hofkriegsrathes und Generalgouverneur der Niederlande. Aber ſein perſönliches Verhältniß zum Kaiſer war geſtört. Seine ſpaniſchen Gegner verhargen kaum den Wunſch, ihn völlig aus Oeſterreich zu entfernen ; er ſelbſt warnte wohl ſeine Freunde, bei irgend einer Bitte ſich nicht von ihm empfehlen zu laſſen weil dann die Abweiſung ſicher ſei. Anerkannter Maaßen war er das Haupt der deutſchen Partei des Hofes, und nach wie vor in engem Verhältniß mit Stahremberg, der ſich übrigens ſo viel wie möglich aus den politiſchen Streitigkeiten hinter ſeine Finanztabellen zurückzog. Die Lage war um ſo zerfahrener, als ein Theil der deutſchen Staatsmänner, wie die Grafen Schlick und Windiſchgrätz, obwohl den Spaniern gleich feindſelig, aus perſönlicher Eiferſucht auch von Eugen ſich trennten und eine dritte Partei bildeten.—SYBEL.

2. Nein, ich ertrag' es länger nicht. Ich ſage
Mich los von dieſem König, der unrühmlich
Sich ſelbſt verläſſt. Mir blutet in der Bruſt
Das tapfre Herz, und glühnde Thränen möcht' ich weinen,
Daſſ Räuber in das Königliche Frankreich
Sich theilen mit dem Schwert, die edeln Städte,
Die mit der Monarchie gealtert ſind,
Dem Feind die roſt'gen Schüſſel überliefern,
Indeſſ wir hier in thatenloſer Ruh
Die köſtlich edle Rettungszeit verſchwenden.—SCHILLER.

Science Scholarships.—First Year Students.

Mathematics.—*Examiner Professor Purser.*

Arithmetic and Algebra.

1. *A* and *B* starts on a walking race *A* giving *B* 1 mile odds. *A* starts at the rate of 1 mile in $12\frac{1}{2}$ minutes, and takes half-a-minute more to walk each mile than the one before it. *B* starts at the rate of 1 mile in 15 minutes, and takes a third of a minute more to walk each mile than the one before it. Find in how many minutes *A* overtakes *B*.

Interpret the second solution of the quadratic.

2. It costs £5 to feed 16 horses on hay and oats for 7 days, the oats for each horse costing twice as much as the hay. Hay rises in value 20 per cent., and oats fall 20 per cent. How much will it cost now to feed 10 horses for 11 days, each horse getting as much hay and oats as before?

3. Find to three decimal places the area of the segment of a circle of unit radius cut off by a chord equal to the radius. Given that $\pi = 3{\cdot}1416$.

4. Express $\frac{7}{13}$ as a circulating decimal. Show from the theory of circulating decimals that every number, which is not divisible by 2 or 5 goes without a remainder into some number of the series 9, 99, 999, &c.

5. Define a logarithm of a number to a given base. Show that $\log_b a$, $\log_a b$, $\log_a c = 1$.

Given $\log 2 = 0{\cdot}30103$ $\log 3 = 0{\cdot}47712$

Find $\log(120)$ and $\log(15000)$ and hence find limits between which $\log 11$ must lie.

6. Find the highest common factor of the expressions $x^4 - 57x^2 + 40x + 6$ and $x^4 - 4x^3 - 23x^2 + 18$.

7. Prove that $a^2 + b^2 + c^2 - bc - ca - ab$ is essentially positive, whatever real values are assigned to abc.

8. Find the coefficient of x in $(a - 2x)^{13}$ and of x^5 in $(1 - x + x^2 - x^3)^{10}$. Prove that the sum of the coefficients of two consecutive powers of x in $(1+x)^n$ is equal to the coefficient of the higher power in $(1+x)^{n+1}$.

9. Solve the equations

$$(\alpha) \qquad (x-a)(x-b) = c^2.$$

$$(\beta) \qquad \sqrt{\frac{1}{x} - 1} + \sqrt{x+1} = \sqrt{\frac{2}{x}}$$

$$(\gamma) \qquad x^2 + \frac{1}{x^2} = \frac{3}{2}\left(x + \frac{1}{x}\right) - \frac{5}{9}.$$

10. Solve the equation

$$\sqrt{\frac{1}{a^2} - \frac{1}{x^2}} + \sqrt{\frac{1}{b^2} - \frac{1}{x^2}} + \sqrt{\frac{1}{c^2} - \frac{1}{x^2}} = \sqrt{\frac{1}{a^2} + \frac{1}{b^2} + \frac{1}{c^2} - \frac{1}{x^2}}.$$

11. Given $x + y = \frac{c^3}{xy}$ $x^3 + y^3 = a^3$; find x and y.

12. Define x^m where m is a fraction or a negative quantity, and show in accordance with your definition that for all values of m and n

$$x^m x^n = x^{m+n}.$$

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Scholarship Examinations.

GEOMETRY AND TIGONOMETRY.

1. If two triangles have one angle of the one equal to one angle of the other, and the sides about the equal angles proportional the triangles are similar.

2. The square of the side of a regular pentagon inscribed in a circle is equal to the sum of the squares of the sides of a regular hexagon and of a regular decagon inscribed in the same circle.

3. From a fixed point C two variable lines CA and CB are drawn, making a constant angle to meet a given line; show that the circle circumscribing ABC touches a given circle.

4. Draw a circle to touch a given line to touch a given circle externally and to pass through a given point P.

When a solution is possible there are generally two circles that satisfy the conditions; find the locus of the point P when it is so situated that these two circles touch one another.

5. Given $\sin\theta=\frac{1}{3}$ calculate $\tan\theta$ and $\sin\frac{\theta}{2}$ each to three decimal places.

6. Prove the formulæ

$$\cos\tfrac{1}{2}A=\sqrt{\frac{s(s-a)}{bc}} \quad \cos\tfrac{1}{2}(A-B)=\sin\tfrac{1}{2}C.\frac{a+b}{c}.$$

7. Given $\tan(45°-\theta)+\tan(45°+\theta)=4$; find θ.

8. Prove that in a triangle

$$2\sqrt{c}\cos\tfrac{1}{4}(A-B)=\sqrt{c+(a-b)\cos\tfrac{1}{2}C}+\sqrt{c-(a-b)\cos\tfrac{1}{2}C}.$$

9. Find $\sin 18°$ and $\tan 52\frac{1}{2}°$.

10. Given that

$$\sin 2\alpha\sin(\beta-\gamma)+\sin 2\beta\sin(\gamma-\alpha)+\sin 2\gamma\sin(\alpha-\beta)=0$$

Show that either

$$\sin(\alpha+\beta)+\sin(\beta+\gamma)+\sin(\gamma\alpha+=0$$
$$\text{or } \sin(\alpha-\beta)+\sin(\beta-\gamma)+\sin(\gamma-\alpha)=0$$

11. Two radii of a circle of radius unity OA and OB are drawn at an angle of 45°, and a tangent AC is drawn meeting OB produced in C. Another circle is inscribed in the figure formed by the circumference of the first circle, and the lines AC and BC show that its radius (x) is given by the equation

$$x(1+\sqrt{2})+2\sqrt{x}=1$$

12. A variable circle touches the sides AC and BC of a given triangle ABC and meets the base AB in PQ, if AP and BQ be denoted by x and y; find the relation subsisting between x and y.

SECOND YEAR STUDENTS.

MATHEMATICS.—*Examiner, Professor Purser.*

1. If a right line is perpendicular to two right lines it is perpendicular to their plane.

Find the locus of the middle point of a right line of constant length terminated by two fixed non-intersecting right lines at right angles to one another.

2. Find the solid contents of a sphere and the superficial area of a circular cone. *Appendix, No. 11.*

3. Give some of the elementary theorems on the convergence of series. Examine when the series $\frac{1}{1^n}+\frac{1}{2^n}+\frac{1}{3^n}$, &c., is convergent. Scholarship Examinations.

Prove that the series $\frac{x}{(1-x)^2}+\frac{x^3}{(1-x^2)^2}+\frac{x^5}{(1-x^5)^2}+$ &c., and the series $\frac{x}{1-x^2}+\frac{2x^2}{1-x^4}+\frac{3x^3}{1-x^6}+$ &c. converge to the same limit when $x<1$.

4. Assuming the exponential series investigate the series for the expansion of $\log(1+x)$.

Explain how you would proceed to calculate a table of logarithms.

Given $\log_e(2)=\cdot69315$ $\log_e(3)=1\cdot09861$

Calculate to the same number of decimals $\log_e(5)$ and $\log_e(7)$.

5. Given the angles which the sides of a known triangle subtend to an observer in its plane; how would you calculate his distance from each vertex.

6. Prove that $\frac{a^m+b^m+c^m}{3} > \left(\frac{a+b+c}{3}\right)^m$

where a, b, c are positive quantities and m positive and greater than unity.

7. If $\frac{p}{q}$, $\frac{p'}{q'}$ are two consecutive convergents to a continued fraction.

Prove that $pq'-pq'=\pm1$, and that the error induced by stopping at the convergent $\frac{p}{q}$ is less than $\frac{1}{qq}$.

Express 3·14159 as a continued fraction, and find the first four convergents.

8. If lines be drawn from any point on the circumference of a circle to the vertices of an inscribed regular pentagon, the sum of the first, third, and fifth is equal to the sum of the second and fourth.

CO-ORDINATE GEOMETRY.

1. The equation of a given line meeting the axes in the points A B, is $6x+3y=4$ the co-ordinates of a given point P are $x=1$ $y=1$

1° Find the equation of the line through P parallel to AB.

2° Prove that AB subtends a right angle at P.

3° Show that the feet of the perpendiculars let fall from P on AB and on the axes of co-ordinates lie in directum.

2. Prove the expression for the area of a triangle in terms of the co-ordinates of its vertices.

3. The equation of a circle is $ax^2+ay^2+2gx+2fy+c=0$

1° Find the co-ordinates of its centre and the length of its radius.

2° The equation of the circle passing through the origin, and the points of contact of tangents drawn to the first circle from the origin.

4. The polar equations of two circles passing through the origin are $\rho=a\cos(\theta-\alpha)$ $\rho=b\cos(\theta-\beta)$; find the polar co-ordinates of their other point of intersection.

Appendix. No. 11.

Scholarship Examinations.

CONIC SECTIONS.

[To be proved Geometrically.]

1. In a parabola if QV is the ordinate to the diameter PV. $QV^2=4FP.PV$.

2. In an ellipse the rectangle under the central perpendicular on the tangent and the semi-diameter parallel to the tangent is constant.

3. If two chords of an hyperbola intersect the rectangles contained by their segments are proportional to the squares of the parallel semi-dimeters.

4. Prove that if a parabola be drawn with a point on an ellipse as focus and the tangent at the corresponding point of the auxiliary circle as directrix, it passes through the foci of the ellipse.

SPHERICAL TRIGONOMETRY.

1. Give Napier's rules for right angled-triangles. In a plane right-angled triangle the perpendicular from the right angle is a mean proportional between the segments of the hypotenuse, and each side is a mean proportional between the hypotenuse and the adjacent segment. Investigate corresponding relations for a right angled spherical triangle.

2. Prove that

$$\sin\tfrac{1}{2}(A-B)=\cos\tfrac{1}{2}C.\ \frac{\sin\frac{1}{2}(a-b)}{\sin\frac{1}{2}c}$$

3. From a given point on the intersection of two given planes, two variable lines are drawn one in each plane at right angles to one another; find the relation between the angles these lines make with the line of intersection of the planes.

4. Prove that in a spherical triangle the intersection of perpendiculars let fall from the vertices on the opposite sides is the centre of the circle inscribed in the triangle formed by their feet.

DIFFERENTIAL CALCULUS.

1. Define a differential coefficient.

Obtain directly from the definition the differential coefficient of

$\tan x$, $\dfrac{1}{\sqrt{x}}$, $\dfrac{1-x}{1+x}$.

2. Differentiate

$$\frac{2x+1}{\sqrt{1+x+x^2}},\quad \tan^{-1}\left(\frac{\tan x}{\sqrt{2}}\right),\quad \log\left(\frac{1-x-\sqrt{2}\sqrt{1+x^2}}{1+x}\right).$$

3. Examine by the differential calculus for what value of θ $\dfrac{2+\cos\theta}{\sin\theta}$ is a minimum.

4. What it the Geometric meaning of $\dfrac{dy}{dx}$ where x and y are the rectangular co-ordinates of a point on a given curve.

Show that the curves $y^3=a\,x^2$ $x^3=ay^2$ intersect at right angles at the origin, and elsewhere at the angle $\tan^{-1}\frac{5}{12}$.

Engingineering Scholarships.—Second Year Students.

Natural Philosophy.—*Examiner, Professor Everett.*

EXPERIMENTAL PHYSICS.

1. Prove, as a consequence of Boyle's law, that, in an atmosphere of uniform temperature, the pressure would diminish in geometrical progression for heights increasing in arithmetical progression.

2. If a certain mass of air occupies a space of 1 litre, when at temperature 0°C and a pressure of 1 atmosphere; what space will it occupy at the same pressure and $t°$? Assuming your answer to be rigorously correct for all temperatures, calculate the temperature at which the volume would be zero. What name is given to the temperature thus calculated?

3. Describe Faraday's "ice-pail experiment" and point out the conclusions deduced from it.

4. State the principal laws of the mechanical action of one current upon another. What name is given to the branch of electrical science which treats of such action?

5. If the motion of a point is compounded of two simple vibratory movements of equal amplitude, in two directions at right angles to each other, the periods of the two components being nearly but not quite equal, trace the curves described.

6. An object of finite size is seen by two reflections from plane mirrors. Trace the whole course of the rays by which the second image is seen, the observer's eye being regarded as a point.

7. A very distant object on the axis of a convex lens of focal length F inches, sends rays to the lens, which are intercepted, 1 inch short of the principal focus, by a concave lens of focal length $1 + \frac{1}{F}$ inches. Where will the final image be situated, and what angle will its diameter subtend at the centre of the concave lens, as compared with the angle subtended by the diameter of the object?

8. Investigate the formula for determining the specific gravity of a solid by means of Nicholson's Hydrometer.

9. What relation has been found to exist between the emissive and absorbing powers of substances for rays of heat or light. Point out an important application of this principle to the solar spectrum.

Natural History.—*Examiner, Dr. Cunningham.*

MINERALOGY, GEOLOGY, AND PHYSICAL GEOGRAPHY.

1. Give the names and characters of the systems of crystals usually recognised by mineralogists.

2. State the characters of the following minerals:—Hornblende, Actinolite, Prehnite, Pyrite, Galena, and Bornite.

3. To what group of strata do the Llandovery beds appertain? Where do they occur in the British islands? Mention a few of their characteristic fossils.

4. What is the distribution of the Jurassic and Cretaceous strata in Ireland.

5. Mention some of the genera of Cephalopods which abounded in the Silurian epoch.

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Scholarship Examinations.

6. What are Dicynodonts, and where have their remains been met with?

7. To what group of animals is the Nummulite referrable, and what formation is its characteristic.

8. Give an outline of the distribution of recent volcanoes.

9. Give a brief description of the disposition of the principal warm oceanic currents.

CHEMISTRY.—*Examiner, Dr. Andrews.*

The first seven questions of the paper used in the examination for the Second Year Medical Scholarship were used for this examination.

THIRD YEAR STUDENTS.

NATURAL PHILOSPHY.—*Examiner, Professor Everett.*

1. A unit of time and a unit of mass having been selected, how is the unit of force defined, and what is the corresponding unit of work? Show that the work done by gravity on a body which falls from rest until it acquires a velocity v, is $\frac{1}{2}mv^2$.

2. Investigate the dimensions of *accleration*, in terms of *length* and *time*. If the acceleration of a falling body is 32 when the foot and second are the units, what is its numerical value when the inch and minute are the units?

3. Investigate the dimensions of *quantity of electricity*, *potential*, and *capacity*, in electrostatic measure.

4. Three forces, P, Q, R acting upon a point and keeping it at rest, are represented by lines drawn from that point. If P be given in magnitude and direction, and Q in magnitude only, find the locus of the extremity of the line which represents the third force R.

5. A uniform heavy square rests with its plane perpendicular to a smooth wall, one corner being attached to a point in the wall by a string whose length is equal to a side of the square; show that the distances of three of its angular points from the wall are as 1, 3, and 4.

6. A and B are the highest and lowest points of a vertical circle, and and P is any point on the circumference. Two particles fall without friction along the cords AP, and PB, starting simultaneously from rest at A and P. Show that the least distance between them is equal to the distance of P from AB.

7. An observer looks at an object through a lens placed at any intermediate distance. Show that if the eye and the object were to change places, the angle subtended by the image at the eye would remain unchanged.

MEDICAL SCHOLARSHIPS.—SECOND YEAR STUDENTS.

ANATOMY AND PHYSIOLOGY.—*Examiner, Dr. Redfern.*

1. Describe the characters by which the following bones taken from the right side of the body, may be distinguished from other bones:—the third and fourth metacarpal,—the second and third metatarsal,—and the three cuneiform bones of the foot.

2. Describe the interossei muscles of the hand and their action.
3. Give an account of the anatomy of the roots of the lungs, including the relations of the parts entering into them, and of those which are outside the roots.
4. State the microscopical characters of nerves and nerve centres.
5. State the circumstances, occurring during life or after death, whether from natural causes or in experiments, which influence the death and decomposition of muscular tissue ; and state precisely the facts which have been observed in connexion with them.

NATURAL HISTORY.—*Examiner, Dr. Cunningham.*

ZOOLOGY.

1. Give a short account of the structure of Siphonophora.
2. Briefly describe the structure and arrangement of the hard parts of Crinoidea.
3. In what groups of animals is a pseudo-haemal system present?
4. State the characters and main subdivisions of Hemiptera.
5. State the characters of Plectognathi and Lophobranchii.
6. Describe the skeleton in Pterosauria.
7. Describe the usual structure of the pelvis in birds, and mention any deviations from it.
8. State the characters of the sub-orders of Marsupialia.

BOTANY.

1. Describe the structure of the following fruits:—Regma, Diachaenium, Tryma, Glans, Samara, Nuculanium, Hesperidium.
2. Describe the various modifications of valvular dehiscence in fruits.
3. Mention the more noteworthy points in the morphology of the floral envelopes in the following genera of Ranunculaceae:—Aconitum, Delphinium, Anemone, Ranunculus, Helleborus, Paeonia.
4. Describe the structure of the flower in Fumaria. By what characters are Fumariaceae distinguished from Papaveraceae?
5. Explain the meaning of the following morphological terms:—cohesion, adhesion, abortion, petalody, staminody.
6. Describe the usual structure of the stem in Monocotyledons, and mention any deviations therefrom.
7. State the characters of Valerianaceae and of Dipsaceae.

CHEMISTRY.—*Examiner, Dr. Andrews.*

1. What reactions take place when chlorine gas is passed under different conditions through a solution of caustic potash?
2. In what proportions do gaseous bodies combine by volume? Illustrate your statements by examples.
3. Give an account of the sources of iodine, its mode of extraction and tests.
4. What are the characteristic tests for the ferrous and ferric salts?
5. Describe the preparation and properties of the arsenious and arsenic acids.
6. Give an account of the law of the diffusion of gases through porous septa.
7. Write the constitutional formulas of SO_2, H_2O, SO_4, KHO and KNO_3.

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8. Explain the substitution of chlorine, bromine and certain compound radicals in organic bodies, for hydrogen, and give examples.

9. What is the composition of chloroform, and how is it prepared?

10. Explain what is meant by a monatomic, diatomic, &c., alcohol, and mention alcohols belonging to each class.

11. Give an account of etherification, and of the chemical changes which occur in the process.

12. How are the fatty acids prepared from the natural fats, and in what chemical relation do they stand to the alcohols?

13. What are the proximate constituents of blood?

Third Year Students.

Anatomy and Physiology.—*Examiner, Dr. Redfern.*

1. Describe the characters of the shafts of the ulna, humerus, and fibula, and their markings for the attachments of muscles.

2. Give a full account of the lumbricales muscles of the hand and their actions and uses.

3. Describe the Eustachian valve, and the valve of the foramen ovale, in their different states during uterine and extra-uterine life, and their uses.

4. State what you know of the action and uses of the liver.

5. Describe the modes of ending of nerves at their periphery.

Practical Chemistry.—*Examiner, Dr. Andrews.*

1. In a solution containing cane sugar and glucose, how would you determine the amount of each, either by chemical or optical tests, or by a combination of both?

2. Describe the method of analysing magnetic iron ore.

3. How would you distinguish the phosphate of alumina from alumina itself.

4. Give an account of the tests for the meconic, citric, tartaric and oxalic acids.

5. How would you analyse a mixture of nitrogen, oxygen, hydrogen and marsh gas?

6. Calculate how many cubic centimetres of carbonic acid gas at 0°C, and under a pressure of 760 millimetres will be formed by the fermentation of 1 gramme of glucose ($C_6 H_{12} O_6$), assuming that carbonic acid and alcohol alone are formed in the process.

7. How would you analyse a mixture (in solution) of the arsenious and arsenic acids?

8. How would you distinguish the ferric phosphate from the ferric arseniate?

[The Candidates were also examined in Qualitative analysis.]

Fourth Year Students.

Anatomy and Physiology.—*Examiner, Dr. Redfern.*

ANATOMY.

1. Give an account of the development of the vertebrae, sacrum, and coccyx.
2. Give a short account of the parts which require to be removed to expose the supinator brevis muscle, and indicate their relative position.
3. Describe the structure and movements of the tongue, and state what muscles are concerned in the production of each.
4. Give a short account of the branches of the vagus nerve, with the distribution and function of each.
5. Describe the sympathetic nerve and its branches in the chest.

PHYSIOLOGY.

1. Give an account of the act of walking, and of the muscles employed in it.
2. Describe the acts of sighing, yawning, sobbing, hiccup, laughing, crying, coughing, and sneezing—their causes—and modes of production.
3. State shortly the characters of structure, and the chemical changes on which you rely as to the functions of the intestines.
4. Give an account of the structure, and supposed functions of the thymus body, stating the facts on which the suggestions as to function are based.
5. Describe the connections of the cerebellum with other parts of the nervous centres :—state the theories which have been advanced as to its function, and the facts on which they rest.

Surgical Anatomy.—*Examiner, Dr. Gordon.*

1. Describe the signs of a strangulated Bubonocele, the operation for its relief, the parts divided, and the seat of structure.
2. Describe the operation of Tracheotomy, mentioning the parts exposed and divided, and those varieties in the distribution of vessels which render the operation extremely hazardous.
3. Describe the relations of the processes to each other at the elbow joint, and the alterations which take place in the various dislocations and fractures.

Practice of Medicine.—*Examiner, Dr. Cuming.*

1. What are the causes of active Hyperaemia ?
2. How is Thrombosis produced ?
3. Give the diagnosis of simple from tubercular Meningitis.
4. What are the symptoms, and what the treatment of Diphtheritic Paralysis ?
5. How would you treat a case of Gangrene of the Lung ?
6. How would you distinguish Hypertrophy from Dilatation of the Heart.
7. Give the symptoms and diagnosis of Intercostal Neuralgia.

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Scholarship Examinations.

MIDWIFERY AND DISEASES OF WOMEN AND CHILDREN.

Examiner, Robert Foster Dill, M.D.

1. What is the age at which we should expect the highest degree of fecundity in woman? At what age is the wave of puerperal mortality lowest?

2. What are the measurements, form, and weight of the unimpregnated uterus? What are the anatomical relations of the unimpregnated uterus to the neighbouring organs?

3. Describe the mechanism of natural labour, and especially the relations of the fœtal head to the pelvis, in the third and fourth positions, from the time it enters the brim until it escapes from the vulva.

4. Mention any circumstances which have been assigned as causes of malposition of the fœtus in utero.

5. Classify the deformities of the female pelvis, and briefly state the proximate cause of the deformity in "Nægele's pelvis."

6. State some of the theories as to the determining cause of parturition.

7. What are the duties of the accoucheur in each stage of natural labour?

8. How is hysteritis to be distinguished from hysteralgia? What is the appropriate treatment in each case?

9. Where would you expect to hear most distinctly the sounds of the fœtal heart and the placental souffle? Describe the manner in which the active motions of the child in utero may be discovered. What is the value of each as a sign of pregnancy?

10. What are the symptoms, pathology, prognosis, and treatment of puerperal eclampsia?

11. What is the pathology of puerperal fever?

12. Name the different displacements of the uterus. What are the causes, diagnosis, prognosis, and treatment of complete inversion of the uterus?

13. Prescribe a carminative mixture, containing muriate of morphia, for an infant six months old.

MEDICAL JURISPRUDENCE.—*Examiner, Professor Hodges,* M.D., F.C.S.

1. Describe the post mortem appearance found when death has been produced by drowning.

2. What evidence may be obtained from the chemical examination of the stomach of a child, in cases of supposed infanticide?

3. State the poisonous dose of acetate of morphia, the amount of morphia contained in opium, and the methods used to separate morphia from the contents of the stomach.

4. What are the objections to iodic acid as a test for morphia, and how are you to proceed so as to obviate them?

5. Describe the distillation process for the separation of arsenic from organic matters.

6. State the poisonous dose of the following substances:—arsenious acid, corrosive sublimate, strychnine, cantharides, nux vomica.

Law Scholarships.—First Year Students.

Real Property.—*Examiner, Professor Molyneux.*

1. A grants Blackacre to B, A devises Whiteacre to B; both in the year 1870. How do these dispositions severally operate? State the reason for such operation in each.

2. Where an estate is granted for life *without impeachment of waste.* Is there a limit to such privilege? and if so, what is that limit? And state by what authority is the transgression of that limit restrained.

3. Grant of land to A and B and to C and their heirs (A and B being husband and wife). A dies before partition. To what estates, and in what proportions, are the survivors entitled? And in what relation do they stand as to such estates?

4. Why, and how does a conveyance by lease and release operate so as to dispense with livery of seisin?

5. What is the difference between a trust and a use in their origin and their effect in conveyance?

6. How does a vested remainder differ from a contingent remainder in relation to the particular estate?

7. What are the two kinds of terms of years as distinguishable in their object?

8. By what operation of law does a legal estate in land pass (by the appointment by the donee of a *naked power*) to the object of the power on its execution?

9. What estate is created by a grant to A B, and his heirs male?

10. A purchases an estate in fee-simple, and dies intestate, leaving (his sole relations) a younger brother, and the children of a deceased elder brother, consisting of two sons and two daughters. By what rules of descent in such case is the heir to be ascertained.

11. How does tenant in tail "possibility of issue extinct" arise?

12. For what reason is it that the assignor of a lease should, in a deed of assignment of that lease, insist upon a covenant of indemnity on the part of the assignee, against breaches of the covenants of the lease itself committed by the assignee *after* the date of the assignment? And why is the same assignee not entitled to a like covenant of indemnity upon his assigning the same lease to a second assignee?

13. What was the mode by which estates in quasi tail were barred before the 4 & 5 Will. IV.?

14. State historically how vicarages arose, and how tithes came to be lay property?

15. To what extent does the ascertainment of the heir of tenant in tail coincide with that of tenant in fee-simple?

16. How does *Escheat* differ from Forfeiture?

17. For what reasons has it appeared that the constitutional principle which excludes arbitrary will in the exercise of the judicial function has led to greater uncertainty and litigation in the construction of wills than in that of deeds?

State what classes have been provided for by the Statute of Wills, 1 Vict., in mitigation of that inconvenience.

18. Grant of Blackacre to A for life, with remainder to his heirs; Grant of Whiteacre to B for life, remainder to the heirs of A. Whether is the word heirs a word of limitation or a word of purchase in those several cases? State the reason.

19. Grant to A and the heirs of his body, remainder to the first son

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Scholarship Examinations.

of the first son who shall be born to B in fee-simple. What estate does the grandson of B take?

20. Where a devisee apprehends that the will may be impeached by the heir at law at some future period, but no proceeding has been taken by the heir at law to enable the devisee to set up the will, what course is open to the devisee under the present law?

JURISPRUDENCE.—*Examiner, Professor Leslie.*

1. What analogies does Sir H. Maine point out between Ancient Law and Modern International Law?

2. Define *Res Mancipi* and *Res nec Mancipi* and explain the origin of the distinction.

3. Explain the causes of the scantiness of archaic law.

4. "Usucapion did not lose its advantages until the reforms of Justinian."—*Ancient Law*, p. 286. What was Usucapion? How did it lose its chief advantages through Justinian's reforms?

5. Explain the terms, *Quasi-contracts; Quasi-delicts; Implied contracts;* and give an example of each.

6. Conveyances and contracts occupy, according to Sir H. Maine, a very different position in relation to each other in early and mature law respectively. Point out the difference referred to, and explain it.

7. State the canons of early Roman law regulating the devolution of inheritances, before they were modified by the Prætors.

8. How was the cognizance of Wills by the Comitia Curiata, in the earliest ages of Roman law, connected with the rights of the Gentiles?

9. State and criticise the distinction between *Civil Injuries* and *Crimes* drawn by Blackstone. What is the true distinction according to Austin?

10. State the distinction drawn by the Roman jurists between Public and Private Law, and add Austin's criticism.

11. Austin points out a distinction between *monarchies* and *aristocracies* in relation to *Constitutional Law.* State and explain the distinction.

12. Explain the authority of *Custom*, according to the view of the Roman jurists and Austin, respectively.

SECOND YEAR STUDENTS.

EQUITY.—*Examiner, Professor Molyneux.*

1. If A procure a conveyance of an estate in land from B, and afterwards sells the estate to C, under what state of facts will a Court of Equity decree relief to B against C?

If the land be situated in Ireland, and C's deed be registered before that of A, what operation will the Registry Acts have in reference to the transaction.

2. What is the operation of the Statute of Limitations in relation to cases of concealed fraud?

3. On what principle do Courts of Equity grant relief under the head of constructive fraud consistently with the maxim, "Fraud will not be presumed"?

4. When errors in point of law have been adopted on compromise, in

what instance will the compromise be upheld, and in what case set aside?

5. What elements are essential to entitle a party to relief in Equity grounded on mistake in fact?

6. What gave rise to the jurisdiction of Equity in the case of lost deeds?

7. What class of accident will not entitle a party to relief although the event has been unforeseen?

8. How is the equitable jurisdiction classified in its relation to that of courts of law?

9. In what instance will Courts of Equity admit parol evidence in reference to transactions, although within the terms of the Statute of Frauds?

10. On what grounds, and within what limit, will Courts of Equity set aside contracts for inadequacy of consideration?

11. Under what conditions will the charge of intoxication influence Courts of Equity in suits brought to set aside contracts on that ground?

12. State the nature of such agreements as are held to amount to Champerty.

13. What provisions of the Statute for conversion of leases for lives renewable for ever, into fee-farm grants, give equitable interests the operation of legal interests, and partial interests the effect of absolute interests?

14. How does the 4 and 5 Will. IV., in its provisions, give an effect to equitable estates in the machinery for barring estates tail, which was not admissible under the old proceeding by Common Recovery?

15. On what principle are trust-estates exempt from the ordinary failure of contingent remainders?

16. In what respect did Equity and Common Law differ in respect to Curtesy or Dower before the 3 & 4 Will. IV., ch. 74?

17. In the exercise of the powers of appointment of new trustees where the trust property consists of real estates Stock in the Government funds, choses in possession and choses in action. State, in detail, the several acts necessary to render the new trusts complete.

18. Creditors having agreed to accept a composition of 10 shillings in the pound at a future day named, all duly executed the composition deed containing the usual provisions and covenants; one creditor, having discovered that a sum of money had been secretly given by the debtor to another creditor to induce him to join in the composition, sues the debtor for the amount of the *entire debt, and before the day named;* the debtor thereupon files his bill in Chancery, setting up the composition deed, and praying for an injunction to restrain the creditor from prosecuting his suit at law, to which the creditor by answer states the above facts. What decree will the Court pronounce?

19. Indorsee of a bill of exchange loses it; and desires to recover the amount from the acceptor. Why was he formerly under the necessity of resorting to a Court of Equity to realize his claim? What was the nature of the decree made? How has the 17 and 18 Vict., ch. 125, relieved him from that difficulty?

20. Testator bequeaths personalty to A B for life, and after his decease same to go to his children in such shares as A B should appoint.

The same testator devises real estate to trustees for the use of A for life, with a power after A's decease to sell it and divide the proceeds among the children of A. A dies, having omitted to execute either of those powers; the children file a bill in Chancery praying the Court to execute both powers, and for a general administration of testator's assets. What will be the decree of the Court upon that prayer?

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Scholarship Examinations.

JURISPRUDENCE AND CIVIL LAW.—*Examiner, Professor Leslie.*

1. Describe the process of *feudalisation*, according to the account given in Maine's "Village Communities."

2. In what points, according to Maine's "Ancient Law," did Roman Law influence the feudal system?

3. "Market Law has had a great fortune in legal history."—*Village Communities*, p. 193. Explain this.

4. Sir H. Maine says: "The Roman distinction between the Law of Persons and the Law of Things, though extremely convenient, is extremely artificial." In what respect is it artificial, and in what respect convenient?

5. "The separation between the Law of Persons and the Law of Things has no meaning in the infancy of law." Explain this clearly.

6. Are there any criteria by which the more or less archaic character of a body of laws may be tested?

7. Comment on some of the foregoing tests, positive and negative, in respect of their more or less decisive character.

8. Explain the requisites for the acquisition of a title to property by *Usucapio.*

9. Classify *servitudes*, giving an example of each class.

10. Compare and contrast the English with the Roman law after Justinian's reforms, in respect to the succession to property *ab intestato.*

11. State the restrictions on the capacity of women in relation to the making of Wills, in Roman Law.

12. What were the two essential conditions to the validity of a *donatio mortis causâ?*

THIRD YEAR STUDENTS.

COMMON LAW.—*Examiner, Professor Molyneux.*

1. What is the consideration which sustains the action on a common guarantee?

2. What redress has the assignee of *a chose in action* against the debtor? What parties must be made privy to the proceeding?

3. What are essential incidents to the constitution of a valid deed?

4. How does the liability of a common-law corporation aggregate differ from that of a registered joint stock company in relation to individual members? In what respect do the incidents of both bodies agree?

5. Under what circumstances is a company not liable upon an acceptance of a bill of exchange in its name by any member or members of it?

6. Why is a guarantee, given in confirmation of a previous contract, void?

7. To what extent does a *gratuitous bailee* become liable for the loss of a thing intrusted to him? And how does that of a *common carrier* differ?

8. What remedies are open to an intended lessee on an unfulfilled agreement for a lease?

9. What is the implied duration of a newly created tenancy from year to year?

10. Mortgage of a house and furniture; mortgagee does not go into possession; mortgagor becomes bankrupt. What effect has the bankruptcy on the mortgage?

11. Mortgagor continuing in possession after the execution of the mortgage, demises the mortgaged premises, and rent falls due under the demise, after which the mortgagee serves notice on the tenant to pay his

rent to him, and sues for the arrears due at the time of such notice; and an action is also brought against the tenant for recovery of the rent by the mortgagor. Which of them is entitled to recover? and why?

12. What constitutes a transitus such as to entitle a vendor on the insolvency of the vendee to stop the goods sold, and resume possession of them as against the creditors of the vendee?

13. Tenant by lease becomes bankrupt; what are the rights and liabilities of the assignees of the bankrupt, the bankrupt tenant, and the lessor respectively?

14. Vendor has parted with the possession of goods to a purchaser in fulfilment of a contract procured by fraud on the part of the purchaser, who then sells them to a *bona fide* sub-purchaser? Again, goods having been procured by a person on false pretences are sold by him to a *bona fide* purchaser, not in market overt; how is the title of the respective ultimate purchasers affected by those several states of fact? State the reason.

15. A bill of exchange drawn by a person residing in England upon and accepted by a person residing in France. If the indorsee of the bill institutes suits severally against drawer and acceptor, how is the doctrine of *lex loci* applicable?

16. What are the several modes of enforcing the decrees of the Court of Chancery?

17. What are the respective and comparative powers of the Court of Chancery and the Landed Estates Court to bind persons by their orders?

18. To what extent and in what manner do Courts of Equity affect judgments at law?

19. When a deed is to be executed by an agent under a power of attorney; in what way is the agent to be constituted, and in what way is he to execute the deed so as to bind the principal, and bring him into direct privity with the covenantees named in the deed?

JURISPRUDENCE AND CIVIL LAW.—*Examiner, Professor Leslie.*

1. Write an account of the law of Usucapio before and after Justinian's reforms.

2. State the twofold source of obligations in Roman Law, and the chief classes of obligations referable to each of these sources.

3. The phrase *Jus tripertitum* is used in two different applications in the Institutes. State and explain them both.

4. Write a brief account of the chief changes in Roman Law between the time of Cicero and that of Gaius.

5. Write a brief account of the chief changes in Roman Law effected by Justinian.

6. Explain the terms, *dos; donatio propter nuptias; bona vacantia; res fungibiles; emphyteusis; superficies; pignus; hypotheca.*

7. How far has the distinction between *Jus Civile* and *Jus Naturale* or *Gentium*, influenced the classification of law in the Institutes?

8. Is there any instance in the Institutes of a legal consequence from the distinction referred to in the last question?

9. State and comment on the distinctions drawn by Austin between Roman and English Equity.

10. Contrast Austin's classification of primary rights with the divisions of the Law of Things in the Institutes.

11. Define a Servitude. Where are Servitudes placed in the Roman arrangement of the Law of Things?

12. Mention and explain the different classes of Servitudes.

Appendix, No. 11.

Scholarship Examinations.

Senior Scholarships.

Modern Languages.—*Examiner, Professor Meissner.*

FRENCH.

Translate into French :—

About the end of the twelfth century a new and singular species of magistracy was introduced into the Lombard cities. During the tyranny of Frederic I., he had appointed officers of his own, called podestàs, instead of the elective consuls. It is remarkable that this memorial of despotic power should not have excited insuperable alarm and disgust in the free republics. But, on the contrary, they almost universally, after the peace of Constance, revived an office, which had been abrogated when they first rose in rebellion against Frederic. From experience, as we must presume, of the partiality which their domestic factions carried into the administration of justice, it became a general practice to elect, by the name of podestà, a citizen of some neighbouring state, as their general, their criminal judge, and preserver of the peace.

Hallam.

PHILOLOGICAL QUESTIONS.

1. *Mais, aimer ;* explain the two different processes, by which the *a* in these words has been modified by *i*.
2. *Il parloit, il parlait.* Give an historical account of these two modes of spelling.
3. Why are *courage* and *voyage* of the masculine gender, but *rage* and *plage* of the feminine ?
4. Account for the final *t* in *nuit.*

Write a brief account, in French, of Ponsard.

German.—*Examiner, Professor Meissner.*

Translate into German :—

No observation is more common, and at the same time more true, than that one half of the world are ignorant of how the other half lives. The misfortunes of the great are held up to engage our attention ; are enlarged upon in tones of declamation ; and the world is called upon to gaze at the noble sufferers. The great, under the pressure of calamity, are conscious of several others sympathising with their distress, and have at once the comfort of admiration and pity.

There is nothing magnanimous in bearing misfortunes with fortitude when the whole world is looking on. Men in such circumstances will act bravely, even from motives of vanity. But he who, in the vale of obscurity, can brave adversity, who, without friends to encourage, acquaintances to pity, or even without hope to alleviate his misfortunes, can behave with tranquillity and indifference, is truly great : whether peasant or courtier he deserves our admiration, and should be held up for our imitation and respect.—Goldsmith.

LITERARY QUESTIONS.

1. Explain the general purport of Lessing's Laocoon.
2. Give a brief account of Winkelmann.
3. Mention the principal members of the "Göttinger Dichterbund."

4. Characterize the style of Jean Paul.
5. Give an account of Byron's influence on German Literature.
6. Describe the reaction of German Literature on English Literature in the first half of the 19th century.

HISTORY.—*Examiner, Professor Yonge,* M.A., Oxon.

1. What is the view taken by Hallam of the temper of the Parliament, and especially of the House of Commons (whether in the direction of independence or of servility) and of its influence and authority (whether increasing or declining) during the reigns of Edward VI., Mary, Elizabeth, and James I.?

2. Enumerate the principal grievances of which the Parliaments of Charles I. complained; pointing out how far, in your judgment, those complaints were well founded and important. Show how far the same causes of discontent existed in the reign of James II.; and describe the measures taken in the reigns of William and Anne to prevent any recurrence of those grievances.

3. Describe the origin and power of the States General, and of the Parliament in France.

4. The French Parliament has been charged with a continual series of attempts to encroach on the prerogative and authority of the Crown. What were the principal instances in which this encroaching disposition was displayed, and what treatment did the Parliament receive in the reign of Louis XV. from Fleury and from Maupéou?

5. In the seventy years that followed the Restoration of Charles II. what were the relations between Britain and France, and who were the statesmen in the two kingdoms to whose influence the changes which at different times took place in those relations are chiefly to be ascribed?

6. War broke out between Britain and Spain in 1739, and again in 1762. What were the circumstances which led to the rupture in each case? and what English ministers were chiefly affected in their fortunes and reputation by those events?

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1. What were the constitutional principles involved in the different measures taken against Wilkes?
2. Describe the constitutional reforms projected by Turgot.
3. Give a sketch of the political career and character of William Pitt, 1782–1806.

CHEMISTRY.—*Examiner Dr. Andrews.*

1. Give an account of the application of the spectroscope to chemical analysis.

2. Calculate how many cubic centimetres of nitrogen at 10°C and under a pressure of 760 millimetres would be formed by the decomposition of 1 gramme of ammonia [weight of 1,000 c.c. air, at 0° and 760 mil.=1·3 grammes.]

3. What are the chief laws of the heat of combination?

4. What is meant by the variation of equivalency? Illustrate your meaning by examples.

5. Explain the term dissociation, and show how dissociation has

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Scholarship Examinations.

been applied to explain certain anomalies in the vapour densities of some compound bodies.

6. Give a general account of the aromatic hydrocarbons, and of their relations to one another, and to other important bodies.

7. Describe the process for preparing alizarine artificially.

[The Candidates were also examined in Chemical analysis.]

NATURAL HISTORY.—*Examiner, Dr. Cunningham.*

ZOOLOGY.

1. Give a short account of the structure and development of Cirripedia.

2. State those characters by which Ophiuridea may be distinguished from Asteroidea.

3. Mention some of the more important points in the structure of the Nudibranchiate Gasteropoda.

4. Give an outline of the structure and classification of Myriopoda.

5. What are the more important characters of the Ichthyopsida?

6. Give the names of the principal membrane bones in the Vertebrate cranium.

7. State the characters of the sub-orders of Ophidia.

8. Mention some of the more noteworthy points in the cranium of Cetacea.

BOTANY.

1. What is the nature of laticiferous tissue? Mention some natural orders characterized by the presence of a milky latex.

2. Give a short account of the modifications of phyllotaxis.

3. Give a short description of some of the more remarkable movements which have been observed in plants.

4. State the difference in mode of reproduction now known to exist between Lycopodium and Selaginella.

5. Describe the structure of the flower in Viola.

6. Mention the distinguishing characters of the following closely allied orders:—Oxalidaceae, Geraniaceae, Balsaminaceae, and Tropaeolaceae.

7. State the characters, affinities and distribution of Caryophyllaceae.

8. In what respects do Ehretiaceae and Verbenaceae differ from Boraginaceae?

METAPHYSICS.—*Examiner, Professor Park,* M.A.

1. "Descartes maintains that it is a mere self-deceit to suppose that things are perceived in the organ of sensation"?

2. What are according to Sir W. Hamilton the conditions of a true philosophy of consciousness?

3. "Though there is much knowledge that is purely representative, there is none that is purely presentative"?

4. "Whoever feels humbled by the relativity of his faculties . . . wants not to know *more* (for the more, however vast, would still be relative), but to know *differently*"?

5. Whence "arises the fact known to persons analytically inclined,

that when they think about any gratification they are receiving—speculate upon the cause of it, or criticise the object of it—the gratification is suspended"?

6. "Is the certainty of mathematical axioms compatible with an empirical origin of the conception of space?" Discuss this question, and point out any ambiguity you notice in its expression.

7. "The law which attributes a cause to every event has to Mr. Mill no other *foundation*, *value*, or *extent*, than what it derives from experience"?

8. Explain—(1) "I am not for changing things into ideas, but rather ideas into things." (*Philonous*).

(2) "You cannot say objects are in your mind, as books in your study; or that things are imprinted on it, as the figure of a seal upon wax. In what sense therefore are we to understand these expressions?" (*Hylas*).

(3) "May there not be still a third nature besides Spirits and Ideas?" (*Hylas*).

9. Give a short but clear account of Locke's Essay, Book IV., stating so far as you can the topics discussed in the several chapters.

10. Kant "closed the ancient gates through which man had gazed into Infinity; but in spite of himself he was driven . . . to open a side-door through which to admit the sense of duty, and with it the sense of the Divine. This is the vulnerable point in Kant's philosophy."

Explain and examine this statement.

General Class Examination at the End of the Session 1874–75.

First Year Students.

English Language and Literature.—*Examiner, Professor Yonge*, M.A.

1. Give an account of the causes which gradually led to the ancient language of these islands being superseded by other languages: pointing out what those other languages were; and to what extent each obtained and still preserves its influence; and pointing out also how far the accounts of the circumstances under which they became incorporated with the original language have a trustworthy historical foundation.

2. Explain the construction of sentences in which the different conjunctions, which are not merely copulative, are used.

3. What is the meaning of the term Aryan, and what are the principal languages which belong to the Aryan family?

4. "Seeing is believing." "To err is human, to forgive divine." How do you explain these constructions? Do you find any parts of Greek or Latin verbs used in a similar manner?

5. "I am to speak." "He is to blame." How does Dr. Latham explain these constructions?

6. What is the meaning of the terms "strong" and "weak" verbs?

7. Lay down the rules for the proper use of "shall" and "will."

8. Give some account of the life of Pope; and of his principal works.

Appendix, No. 11.

General Class Examination.

1. How far does Shakespeare adhere to historical truth in his historical dramas? Illustrate your opinions on this point by quotations from Julius Cæsar.

2. Write notes on the following passages:

Such instigations have been often dropp'd
Where I have took them up.

Here wast thou bay'd, brave hart,
Here didst thou fall; and here thy hunters stand,
Sign'd in thy sport, and crimson'd in thy Lethe.

Do not talk of him
But as a property.

Let us do so; for we are at the stake
And bayed about with many enemies.

3. Enumerate the topics chiefly dilated on by Antony in his funeral oration over Cæsar.

4. What does the Editor of the Clarendon Press Edition of the Essay on Man say of the general character of the age in which Pope lived; and especially of the manner in which literature and literary men were affected by it?

5. Write notes on the following passages:—

Awake my St. John! leave all meaner things
To low ambition and the pride of kings.

But vindicate the ways of God to man.

When the dull ox, why now he breaks the clod,
Is now a victim, and now Egypt's god.

If plagues or earthquakes break not heaven's design
Why then a Borgia or a Catiline?

Superior beings, when of late they saw
A mortal man unfold all nature's law,
Admir'd such wisdom in an earthly shape.

6. What are the different relations in which man is viewed in the First and Second Books of the Essay on Man?

7. When was the English East India Company founded, and what were the steps by which, during the 17th and first half of the 18th century, it gradually extended its power?

8. What other European nations had settlements in India; and in what manner did the operations of any of them affect Clive, especially in the early part of his career?

9. Give Macaulay's summing up of Clive's character; especially with respect to the civil transactions of his Government.

Second Year Students.

Logic.—*Examiner, Professor Park.*

1. Briefly explain and criticise:—

"The question respecting the validity of an Argument is, not whether the conclusion be *true*, but whether it *follows* from the premises adduced."

"Unclothed as yet in words, or stripped of them, thoughts are but dreams."

"He who infers, proves; and he who proves, infers."

2. Is Logic "primarily and essentially concerned with thought, and only secondarily and accidentally with language"?

3. "Genus and Species are words which cannot, either of them, be employed without impliedly asserting the existence of the other"? "Common terms are both denotative and connotative; singular terms are not connotative"?

4. Examine the following definitions:—

"A dispute is an oral controversy, and a controversy is a written dispute."

"The London University is a central institution with its centre everywhere." "Man is an intelligent creature." "Money is coin."

5. Point out the subjects and the predicates of, and designate by the technical symbols:—

"Good wine needs no bush." "Two and two make four."
"Where there is no property there is no injustice."
"No inductive conclusions are more than probable."
"Not to go back is somewhat to advance."

6. Explain and examine:—

"You prove the truth of a proposition by showing that the converse of it is absurd . . . Nothing is demonstrably certain but those things whose *converse* is manifestly false.

"Though one of the contraries is false, the other may be either false or true."

"Our spontaneous 'some' is always some at most some not all."

7. What are *indirect* moods, *imperfect* moods, *subaltern* moods? What do *s* and *p* final in the mnemonic lines of the syllogism mean? What is *abscissio infiniti*? What is an Enstasis?

8. Examine the following inferences, and give their technical names:—

"As non-conformity of the inner to the outer order is want of intelligence, conformity of the inner to the outer order is that in which intelligence consists."

"Nobody complains, therefore nobody suffers."

"Ignorance of forms cannot properly be styled ill-manners; because forms are subject to frequent changes; and, consequently, being not founded upon reason, are beneath a wise man's regard."

"J. S. has taken arsenic, for the application of Marsh's test discovers it; therefore he has been poisoned, and therefore we cannot return a verdict of death from natural causes."

"International law is merely the formal expression of the public opinion of the civilized world respecting the rules of conduct which ought to govern the relations of independent nations, and is, consequently, derived from the source from which all public opinion flows—the moral and intellectual convictions of mankind."

"Some have denied a soul! they never loved."

9. State the nature and the laws of the plurative syllogism.

10. The separate syllogisms in a chain (or coil) of circumstantial evidence, if regarded as syllogisms in the second figure, involve a formal error? We may regard them as in the first figure? How do we estimate the value of circumstantial evidence?

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General Class Examination.

11. How is it "possible for us to know objective truths which have never been observed, in virtue of others which have"?

12. With what uniformities of nature has Material Logic to deal? Why is it that the Logic of co-existence is "speedily exhausted"?

13. "The only notion of a cause which the theory of induction requires is such a notion as can be gained from experience"?

14. "Though light is certainly not the only cause of the nutrition of pigment, and perhaps not the chief cause, there is evidence that it is *a* cause; since pigment grains near the surface commonly increase in size or number or both when much exposed to light."

What *methods* underlie this inference, and which (if any) is inapplicable?

15. "Analogical reasoning is the antipodes of demonstrative reasoning"?

16. What conclusions are deducible from these data:—

"Wealth was thus held to consist in the precious metals, and wealth was power."

"Finished was His holy life; with His life His struggle; with His struggle His work; with His work His redemption? with the redemption the foundation of the new world."

MINERALOGY, GEOLOGY, AND PHYSICAL GEOGRAPHY.—*Examiner, Dr. Cunningham.*

1. Give a short account of the principal ores of Iron.

2. State the crystalline form and chemical composition of the following minerals:—Graphite, Rock Crystal, Aragonite, Corundum, Beryl, Olivine, Dolomite, Talc, Serpentine.

3. State the characters of the following rocks:—Breccia, Dolerite, Trachyte, Porphyry, Amygdaloid, Syenite, Quartzite.

4. Explain the meaning of the following terms:—Anticlinal, synclinal, dip, strike, fault, unconformability, cleavage, foliation. To what agency is the phenomenon of slaty cleavage generally regarded as due?

5. Give a short account of the Miocene strata of the British islands.

6. Mention the names of some of the characteristic fossils of the Bracklesham beds.

7. Give a table of the main subdivisions of the Cretaceous group.

8. What are the principal subdivisions of the Carboniferous strata, as seen in the south-west of England?

9. What is the position and what the character of the Menevian beds? Mention some of the characteristic fossils.

10. Give a short account of the disposition of the plains and deserts of Europe and Asia.

11. Briefly describe the course of the principal cold oceanic currents.

ZOOLOGY.—*Examiner, Dr. Cunningham.*

[First Year Students omit questions 5 and 7, Second Year Students omit questions 1 and 10.]

1. State the principal characters of the class Infusoria.

2. Give a brief description of the structure of the Siphonophorous Hydrozoa.

3. Mention the diagnostic characters of the orders of Platyelmintha.

4. Mention some of the more important characters of the sub-kingdom Arthropoda.

5. Give a sketch of the more noteworthy modifications of the parts of the mouth in the various groups of insects.

6. Of how many layers does the blastoderm of the vertebrate ovum consist? Mention the organs developed from each layer.

7. Describe the structure of the skull in Osseous Fishes.

8. Give a short account of the osteology of Amphibia.

9. State the general characters and geographical distribution of Struthiones.

10. Give the characters and distribution of the Pinnipedous Carnivora.

First Year Students.

English Law.—*Examiner, Professor Molyneaux.*

Law of Property.

1. What were the difficulties in respect of the due execution of renewals of leases under covenants for perpetual renewal, so as duly to perfect the title of the lessee, which have been removed by the provisions of the "Leasehold Conversion Act?" and what are the two leading provisions which operate in the statutable conversion to perfect the title of the grantee of the fee-farm grant?

2. If intestate die possessed of property, leaving grandfather or grandmother, and uncle or aunt, how is the property to be distributed as between them? State the reason.

3. Upon the death of a mortgagee in fee-simple, upon whom does the mortgage devolve?

4. X dies leaving A, B, and C, executors; A and B die, each leaving executors; C, the survivor, dies intestate; who shall represent X?

5. What alteration in the law respecting lapsed devises has been effected by the Statute of Wills, 1 Vict.?

6. What are emblements? and what is the present mode of realizing them provided for the tenant by the Statute?

7. Lease to A for 20 years, if he shall so long live; lease to A for his life, or for 31 years, whichever shall last longest; of what tenure are these leaseholds respectively?

8. What act was necessary to complete the title of a termor for years *at Common Law?* and what under the Statute of Uses?

9. A and B, joint tenants of a term; A takes a conveyance of the reversion of the same lands; X possessed of a term, the reversion in fee descends upon his wife. What effect is produced in each case? State the reason.

10. Lease to A in possession for 20 years, to commence on its execution. Lease to B of the same lands for 40 years, also to commence from its date. How does the demise to B operate, and what are his rights under it?

11. In investigating titles *in Ireland*, why is a search for the original patent from the Crown necessary in reference to the lands?

12. Grant to A and his heirs, remainder to B and his heirs. How does such assurance operate?

13. What words are essential to create an estate tail *in a deed?*

14. What estate is created by a devise to A and his issue?

15. By what acts *inter vivos* may the right of property in goods be changed?

16. By what act is the property in a bill of Exchange transferred?

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General Class Examination.

Second Year Students.

EQUITY AND BANKRUPTCY.

1. What is the true principle and foundation of the jurisdiction as claimed and exercised by Courts of Equity in proceeding by Injunction against parties who have obtained judgments at law?

2. A, being in possession of a hotel, mortgaged the house and furniture to B. The mortgagor continued in possession and became bankrupt. The assignees of the bankrupt claimed an absolute interest in the furniture against the title of the mortgagee. Which of the claimants is entitled, and why?

3. Under what branches of equity jurisdiction do Courts of Equity admit parol evidence as manifesting a different intention on the part of a party to the contract from that appearing on the face of the written document? In what cases will the Court merely set aside the contract? and in what case will it also enforce it with a variation?

4. How does the mode of administering equitable assets of a deceased person, in payment of debts, differ from that in the case of legal assets?

5. In what case is a defence open to a surety in a suit against him by the person assured?

6. What are the cases in which a Court of Equity will decree a specific performance of contract, when there is a misdescription?

7. What evidence is it necessary to produce in support of a suit for specific performance of a contract for the sale of land brought by the vendor against the vendee?

8. When the fee-simple is subject to incumbrances, and the estate is afterwards put in settlement, in what respect does payment of such by a tenant for life differ from that by a tenant in tail, as regards the interests of the person discharging such incumbrances, and the interests of persons entitled in remainder or reversion?

9. Where different debts are due by A to B, and A makes payments from time to time; what is the rule as to the appropriation of such payments as to such debts respectively?

10. What is the leading feature of the last Bankrupt Act, 35 and 36 Vict., chap. 58, as affecting debtors?

11. In what instance do the acts of the bankrupt become void as against his general creditors under the bankruptcy, from the commission of the act of bankruptcy? and in what case does such invalidity date from the filing of the petition of bankruptcy?

12. What effect has bankruptcy upon powers and entails respectively?

Third Year Students.

COMMON AND CRIMINAL LAW.

1. Contracts for the purchase of estates in land. How do the relations of the parties differ in the contemplation of Courts of Law and Courts of Equity?

2. What is the direct, and what the indirect, jurisdiction of the Court of Queen's Bench in criminal cases?

3. State some statutable exceptions to the legal maxim "*actio personalis moritur cum persona.*"

4. What is the difference between larceny and embezzlement?

5. Guarantee in the following terms :—"I, M. N., on this 1st March, 1875, do guarantee to you the payment for the hay sold by you to F. G., on the 3rd day of February last, if he does not discharge the amount. James Cochran." "To Mr. John Jones."

Action brought by Jones against Cochran. Demurrer to the Plaintiff's declaration, which set out the guarantee as above. What would be the judgment?

6. What element is necessary to entitle a reversioner to maintain an action against a wrongdoer for injury to the land in possession of his tenant?

7. What is the limit as to the measure of resistance to an assault, so as to render it justifiable?

8. Sheriff, under an execution, seizes goods alleged to belong to the Defendant. A third person claims the goods. What is his remedy in assertion of his claim, and against whom?

9. A, B, C, and D, trading under the style and firm of A, B, & Co., accept bills of exchange in the name of the firm, drawn by a firm trading under the title of X & Co., then consisting of X, Y, and Z; before the bills fall due, A and X retire from their respective firms. The bills being dishonoured, who are to be parties, Plaintiffs and Defendants, in an action brought to recover the amount?

10. A and B enter into a wager on an approaching prize-fight, A backing G, and B backing S; the amount of the wager is deposited with X, and G conquers; X refuses to pay either. What are the rights of the parties?

11. A becomes indebted to B in £500; A, by his will afterwards, among other bequests, gives B a legacy of £600. X, the executor named in the will, takes out probate, and after the expiration of a year, B brings an action against X, the executor, to recover the debt, and files a bill in equity against him for payment of his legacy. What course is the executor to take? and what are the rights and remedies of all parties, including the residuary legatee?

A executes his bond to B, by which he binds himself and his heirs to pay £500. A dies intestate, seized of real estate, and also of personal property, leaving C his heir-at-law. Has B any remedy at law against C; and what are their respective rights generally?

Fourth Year Students.

ENGLISH LAW.

1. In the creation of estates or interests by appointment under a power what is the terminus *a quo* to be regarded in estimating remoteness of the limitations?

2. When several offences are charged in the same indictment for felony, in what instances will the prosecutor be put to his election?

3. In what cases can a power be extinguished by the act of the donee? And in what not?

4. What are the two classes of cases in which entries by deceased persons are admissible in evidence?

5. In what respect does an analogy exist between corporations and modern joint-stock companies, in respect of rights of, and parties to actions connected with such? And where does such analogy fail?

6. For what reason are limitations rejected as *cross-remainders* in a deed, which are nevertheless sufficient to raise them in a will?

Appendix, No. 11.

General Class Examination.

7. In what instance will the title of an assignee of the husband fail, where the subject of the assignment is the wife's chose in action?

8. How do the charge of debts and legacies upon the testator's real estate, and the exoneration of his personal estate from such, respectively operate in the general administration of his assets.

9. In what respect does an arrest by a private person on suspicion of felony differ from that by a constable, as regards their respective responsibility to the person arrested?

10. In what case may a person succeed as heir to another who himself derived by inheritance, although the former was not of the blood of the last purchaser?

11. What is the extent, and what the limit of the rights of a tenant under a terminable lease in relation to minerals and quarries on the farm demised to him?

12. To what tribunal does an appeal lie from the Court of Admiralty in Ireland? And to what tribunal does an appeal lie from the Court of Admiralty in England?

13. Under what circumstances does a tenant for lives renewable for ever forfeit his right of renewal?

14. Four sureties in a bond executed on a loan to A B; the principal and two of the sureties become insolvent, and one of the sureties is obliged to discharge the debt, and desires to obtain contribution against the solvent co-surety.

State which would be the most effectual remedy—at law—or in equity: and state the ground of preference.

15. Blackacre conveyed to trustees to the use of A and the heirs of his body, but if he shall die without issue before he arrive at the age of 23, then to the use of B and his heirs. By the same deed Whiteacre conveyed to trustees to the use of A, and if he die without issue living, X; then to the use of B and his heirs.

A having arrived at the age of 21, suffered recoveries of both denominations, and died without issue before he arrived at the age of 23 years, living X; A's heir at law enters into possession of both denominations, and B brings his ejectment to recover both denominations. Is he entitled to recover?

First Year Students.

Jurisprudence.—*Examiner, Professor Leslie.*

1. Sir H. Maine assigns several causes connected with Law for the superior progress of the Romans, compared with the Hindoos. Explain the operation of each.

2. Explain the connexion between two of the causes referred to in the foregoing question, and their connexion also with the movement from status to contract.

3. What is the difficulty pointed out by Sir H. Maine with respect to the origin of primogeniture? What is his explanation?

4. What is the special difficulty connected with the extension of primogeniture to lands held in socage tenure? What is the explanation?

5. Are there any decisive tests by which a purely archaic legal system may be ascertained to be such?

6. State Austin's definition of Law, and comment on it in reference to archaic law.

7. Trace the connexion between the modern will, and the earliest form of the Roman testament. *Appendix, No. 11.*

8. Sir H. Maine points out some remarkable differences between Roman and English ideas respecting both wills and succession ab intestato. General Class Examination.

9. Explain the origin of the unlimited power of bequest of personal property in English Law.

10. What Roman elements are supposed to have contributed to the growth of feudalism?

11. Explain Sir H. Maine's statement that the Law of Persons and the Law of Things were once indistinguishably blended.

12. State and criticize Blackstone's division of Rights.

Second Year Students.

Jurisprudence and Civil Law.—*Examiner, Professor Leslie.*

1. What are Austin's objections to the division of Law into public and private? Can you make any answer to these objections?

2. State the divisions of Private Law in Justinian's Institutes, with reference to its historical sources, its forms, and its subjects.

3. State the main divisions of "persons" in Roman Law; and distinguish between *adoptio* and *arrogatio*.

4. Austin's conception of the Law of Persons differs from that which seems to have guided the Roman jurists?

5. State Austin's objection to the order in which the Law of Persons and the Law of Things are placed in Roman Law. How do you account for the Roman order?

6. Explain what is meant by *natural* and *civil* modes of acquiring property, in Roman Law, and give examples.

7. Explain the meaning and state the chief classes of servitudes? Are there any equivalent terms in English Law?

8. Explain the causes of the superiority of Roman over Hindoo civilization, connected with Law.

9. Are there any decisive tests by which a legal system may be known to be purely archaic?

10. Define a *legacy* in English and Roman Law, respectively.

11. What was the Lex Falcidia?

12. Give some account of the historical relations of Roman to English Law.

Third Year Students.

Political Economy.—*Examiner, Professor Leslie.*

1. Show how the division of labour tends to the increase of national wealth.

2. What are the constituent elements of gross profit? Trace their operation in the cases of a bill broker, a petty retail dealer, and a wine merchant.

3. How do you account for the existence of land rent? Does it raise prices or not, and why?

4. What are the disadvantages of the absence of money and the conduct of exchanges by barter in primitive society?

Appendix, No. 11.

General Class Examination.

5. State your reasons for agreeing with, or dissenting from, the following proposition laid down by a recent writer:—"A general rise in wages would produce an exactly equivalent effect on prices, and the labourer would be no better off than before."

6. Does the value of money in England depend on the cost of production of gold, or not, and why?

7. In what countries do prices range highest, and why?

8. Explain the causes determining the ordinary amount of money and instruments of credit required to carry on the internal trade of the United Kingdom.

9. If a gold coin were given to every one in the kingdom, would prices rise equally or not, and why?

10. What is meant by an "unfavourable exchange?" To whom is it unfavourable in reality, and why?

11. Could a general rise of prices take place without any addition to coin or diminution of commodities, in a country in which credit was unknown, or not, and why? Could a commercial crisis take place under such circumstances, or not, and why?

12. On whom do the following taxes really fall, and why?—a tax on land rent: a tax on all vehicles of locomotion: a tax on all profits.

Fourth Year Students.

Constitutional and International Law.—*Examiner, Professor Leslie.*

1. State and criticize Austin's objections to the division of law into public and private.

2. In what case is "Constitutional Law" partly positive law, and in what case is it positive morality exclusively? Add some explanation of the term.

3. What are, according to Hallam, the two direct guarantees of civil liberty in England?

4. State the main provisions of the 7 William III., c. 3, and 7 Anne, c. 21, respecting treason.

5. State the provision of Magna Charta for the personal liberty of the subject.

6. State the main provisions of the law of Habeas Corpus.

7. Of what branches of International Jurisprudence is the Roman principle of occupancy the root?

8. How is the modern conception of Sovereignty connected with International Law?

9. What are the two general rules laid down by Vattel respecting the impartiality of neutrals towards belligerents?

10. In what cases, if any, may contracts entered into between the subjects of belligerent States give rise to valid claims after a treaty of peace?

11. State the principal modes of redress by forcible means, short of actual war, between States.

12. State the three maxims of Haberus, and his general corollary, relative to Conflict of Laws.

Third Year Students.

General Class Examination.

English Literature.—*Examiner, Professor Yonge,* M.A.

1. To what extent did Shakespeare consider himself bound to adhere to historical truth in his historical dramas? Illustrate your answer by reference to those dramas; and more especially by reference to Macbeth or Julius Caesar.

2. Give an account of the plot of Macbeth, *or* of Hamlet, with a criticism on the dramatic talent of the poet, as shown in the manner in which he works out the plot to the final catastrophe.

3. Write notes on the following passages:—

I must report they were
As cannons overcharged with double cracks.

Bellona's bridegroom lapped in proof.
I' the shipman's card.

The golden round
Which fate and metaphysical aid doth seem
To have thee crown'd withal.

Pity . . . . horsed
Upon the sightless couriers of the air.

Or on these:

Thou art a scholar, speak to it, Horatio,
Season your admiration for a while
With an attent ear.

Unhouseled, disappointed, unaneal'd.

And, Give an analysis of Hamlet's speech in Act 3, Scene 1, beginning

To be, or not to be.

4. Give an account of Pope's argument in the first book of the Essay on Man.

Or,

Describe the characters of Moloch, Beelzebub, and Belial, as portrayed in Paradise Lost.

5. What is Byron's view of the character of Napoleon Buonaparte, as given in Cantos III., IV., of Childe Harold?

Or,

Under what names does Dryden, in Absalom and Achitophel, portray the Duke of Monmouth, the Duke of Buckingham, Lord Shaftesbury? Quote any of the passages relating to these three men that you can remember.

6. Write notes on the following passages:—

In Santa Croce's sacred precinct's lie
Ashes that make it holier.

Lausanne and Ferney.

The spouseless Adriatic mourns her lord.

The Niobe of nations.

Or,

For such antiquity had taught
Was preface meet, ere yet abroad
The cross of fire should take its road.

The Commons' King, King James.

A grey-haired sire whose eye intent
Was on the visioned future bent.

Appendix, No. 11.

General Class Examination.

7. Give the substance of Johnson's comparison between Dryden and Pope, with your own comments and estimate of the justice of the comparison.

Or,

Describe the position and condition of the British possessions in India at the time when Clive arrived in that country.

8. What are the principal remarks which Burke, in his Reflections on the Revolulion in France, makes on the English Revolution of 1688; and especially of the principles and objects kept in view in the Declaration of Right?

What does he say of "the moral lessons we might draw from history?"

Or,

In what year was the pamphlet entitled "Thoughts on the present Discontents" written; and to what causes does Burke principally attribute those discontents?

By what arguments does Burke principally seek to recommend the adoption of Conciliatory measures towards the British Colonists in America; and what were the measures which he chiefly recommended?

SUBJECT FOR ESSAY.

English Literature as compared with that of the Greeks and Romans; or with that of some modern nation, as the French; with special reference to Dramatists, Historians, and general poets.

Third Year Students.

Modern History.—*Examiner, Professor Yonge,* M.A.

1. What was the case of Lord Middlesex in the reign of James I.? How did it bear on any important event in the reign of Charles I.?

2. Give an account of the principal actions of the Duke of Buckingham after the accession of Charles I.

3. What were the abuses chiefly complained of in the Petition of Right?

4. What were the treaties of Dover, Ryswick, The Hague, Aix-la-Chapelle, Paris, Amiens?

5. Give an account of the administration, and describe the character of Sir Robert Walpole.

6. Who were the principal commanders on both sides at, and what were the results of, the battles of Marston Moor, Neerwinden, Killiecrankie, Newton Butler, Malaga, Oudenarde, Sheriffmuir, Dettingen, Plassey, Bunker's Hill, Trafalgar, Salamanca?

7. What were the causes of the war which broke out between England and Spain in 1739? Examine their importance.

8. Trace the relationship between her present Majesty and Robert Bruce.

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1. Give an account of the States General: the constitution, the powers, and the history of that body in the 17th and 18th centuries.

2. Give an account of the French Parliament: and especially relate the chief incidents in its history in the time of Mazarin; of Fleury; of Maupéou; and in the years 1786–9.

3. What were the doctrines of Quesnay, and Gournai?

4. Under what circumstances did France acquire the provinces of

Alsace and Lorraine; and the fortresses of Valenciennes; Strasburg; and Sedan?

5. Who were the French commanders in the battles of Rocroi; Nordlingen; Senef; Rosbach; Marsaglia; Hohenlinden; Maida; Orthes; Leipsic; and what were the results of these different battles?

6. What were the principles which Turgot sought to establish in the political reforms which he proposed in 1775.

7. What was the constitution of the Directory; and of the Consulate?

8. What were the treaties of Niméguen; Campo Formio; Luneville; Presburg; Vienna; Reichenbach?

9. Compare the concessions announced by Louis XVI. to the States General in May and June, 1789, with the Charter granted by Louis XVIII. on the downfall of Napoleon.

10. Mention any remarkable resemblance between incidents in the English Rebellion against Charles I. and others which marked the progress of the French nation.

Or,

1. Give an account of the case of Arabella Stuart.

2. Give an account of the principal proceedings of the Short Parliament; and of the Long Parliament till March, 1642.

3. Who were the members of the Cabal; and what were the principal objects of their policy?

4. What was the object of the Triple Alliance, and how far did it succeed?

5. Describe the Septennial Bill, the Triennial Bill, and the Peerage Bill.

6. Enumerate the first 8 Prime Ministers of the reign of George III.

7. State the circumstances which led to the repeal of Poyning's Act.

ANATOMY AND PHYSIOLOGY.—*Examiner, Dr. Redfern.*

[First Year Students are required to answer questions 1, 2, 3, 4, 5; Second Year, 3, 4, 6, 7, 8; and Third and Fourth, 3, 7, 8, 9, 10.]

1. Describe the various forms of epithelium and state where each is to be found.

2. Give an account of the muscular sense and its uses.

3. State the relations of chyle, lymph, and blood to each other, and describe their differential characters.

4. Describe the development of bone in cartilage and membrane.

5. Give an account of the muscular actions of the various parts of the alimentary canal, from the mouth onwards.

6. Describe the structure and functions of the iris.

7. Trace the tubes of the kidney from their commencement, and describe their structure at different parts.

8. Describe the circumstances which influence the exhalation of carbonic acid in respiration, and the ordinary conditions for its free elimination.

9. Give a short account of the anatomy and physiology of the thyroid body.

10. Describe the various modes of ending of sensory nerves.

Appendix, No. 11.

General Class Examination.

PRACTICAL ANATOMY.—*Examiner, Dr. Redfern.*

[In addition to making a dissection, First Year Students are required to answer questions 1, 2, 3, 4, 5; Second Year, 2, 5, 6, 7, 8; and Third and Fourth Year, 6, 8, 9, 10, 11.]

1. Describe the shape, position, and articulations of the parts of the bones composing the orbit.

2. Give an account of the ligaments and articulatory arrangements of the astragalus.

3. State the connexions of the tendons about the knee joint; and describe the relations of tendons with the synovial membrane of that joint.

4. Describe the nerves of the various muscles of the gluteal region, and specify the course and place of entrance of each nerve into its muscle.

5. Give an account of the course and branches of the external carotid artery.

6. Describe the inguinal and femoral canals, their boundaries and relations.

7. Trace the small sac of peritoneum, and specify the extent of each part it covers, and where it comes into relation with the peritoneum of the great sac.

8. Describe the vessels and nerves which supply the tissue of the heart.

9. Describe the cavernous sinus and the parts contained in its wall.

10. Trace the course, relations and distribution of the nerves of the tongue.

11. Describe the cervical ganglia of the sympathetic nerve and their branches.

MATERIA MEDICA.—*Examiner, Dr. J. Seaton Reid.*

1. State, in the order of sequence, the proofs in support of the opinion, that medicines are absorbed before they act on remote parts.

2. What fact is relied on by the supporters of the Nervous theory, that medicines need not be absorbed; and how would you controvert it?

3. Name the preparations called "Glycerines" in the Pharmacopœia, state their ingredients, and the therapeutic properties of each.

4. How much opium is in a scruple of the Pulv. Kino Compositus; Pulv. Cretæ, Compositus Aromat. c. opio; Pulv. Ipecac. Comp.?

5. State the respective neutralizing power of acid, possessed by Carb. of Lithia, Carb. of Ammonia, Sodæ, and Potassæ.

6. State the proportions of alkali to a pint in Liq. Lithiæ, Sodæ, and Potassæ, Effervescens.

7. How would you distinguish Salicine from Quinine?

8. In what disease of early life has Succus Conii been found efficient?

9. Write a prescription for its use by a child seven years old.

10. Name the medicines on the table, and classify them therapeutically.

FRENCH.—MEDICAL STUDENTS.—*Examiner, Professor Meissner.*

Translate into French:

I. Have you a mind to take a long walk? Do you know what his aunt died of? Where are your sisters and his? Have you paid your tailor and mine? Is Robert taller than you are? Whom will they reward? Did your servant rise before me? Have you met nobody in the orchard this morning? Where are you

going to put this gold and this silver? Do you know these children? Are there any beautiful flowers in your garden? *Appendix, No. 11.*

II. We shall not sing this evening. We had finished our translation when you came in. Sit down, if you please. Pray put on your hat. It is very cold to-day. Stand upright. It will be so, whether you like it or not. He will see no one. It is going to strike six o'clock. Honest people keep what they promise. They owed him fifty francs. There are people who amass riches with as much eagerness, as if they were to live for ever. Never speak ill of your neighbour. Tell him to go away. If you would read louder, we should hear you better. You would do well, I think, to conclude this bargain. Do not consider him your friend who approves all you say and all you do. General Class Examination.

Translate into English:

III. L'empire Romain semblait alors couvrir la terre de sa puissance; mais ses révolutions perpétuelles, ses guerres civiles, le changement de ses princes, la dévastation de ses provinces, tout annonçait sa ruine prochaine. Ce peuple colosse, semblable à un rocher contre lequel viennent se briser les flots d'une mer agitée avait résisté longtemps et repoussé, par la discipline de ses légions, les hordes de barbares, qui, séduits par ses richesses, avaient jusqu'alors vainement essayé de l'entamer; mais, son règne était passé et à la force de l'âge viril commençait à succéder une vieillesse agité. Déjá Constantin avait ébranlé son empire, il hâta sa révolution en renversant de sages principes qu'il eût dû respecter. Ses successeurs, élevés dans la mollesse et dans la débauche, avilirent le pouvoir, en abandonnant à de vils eunuques l'art important et difficile de règner. Les gouverneurs des provinces gauloises, avides de richesses, et sûrs de l'impunité, ne respectèrent rien.—J. B. B. Roquefort.

First Year Students.

Greek.—*Examiner, Professor MacDouall.*

I.—Translate accurately the following extract from the *Cyropaideia* of Xenophon:—

ὁ δὲ Κῦρος, εἰ δέοιντο αὐτοῦ οἱ παῖδες, διὰ τὴν φιλανθρωπίαν καὶ φιλοτιμίαν περὶ[3] παντὸς[3] ἐποιεῖτο[3] διαπράττεσθαι. καὶ ὁ Ἀστυάγης ὅ τι δέοιτο[4] αὐτοῦ ὁ Κῦρος οὐδὲν ἐδύνατο ἀντέχειν μὴ[5] οὐ[6] χαριζεσθαι.[5] καὶ γὰρ ἀσθενήσαντος[6] αὐτοῦ[6] οὐδέποτε ἀπέλειπε τὸν πάππον οὐδὲ κλαίων[7] ποτὲ ἐπαύετο,[7] ἀλλὰ δῆλος ἦν πᾶσιν ὅτι ὑπερεφοβεῖτο[1] μή[8] οἱ[1] ὁ πάππος ἀποθάνῃ·[8] καὶ γὰρ ἐκ νυκτός, εἴ τινος δέοιτο Ἀστυάγης, πρῶτος ᾐσθάνετο[1] Κῦρος καὶ πάντων ἀοκνότατα[2] ἀνεπήδα ὑπηρετήσων[2] ὅ τι οἴοιτο χαριεῖσθαι·[9] ὥστε παντάπασιν ἀνεκτήσατο[1] τὸν Ἀστυάγην. καὶ ἦν μὲν ἴσως πολυλογώτερος, ἅμα μὲν διὰ τὴν παιδείαν, ὅτι ἠναγκάζετο ὑπὸ τοῦ διδασκάλου καὶ διδόναι λόγον ὧν[10] ἐποίει[10] καὶ λαμβάνειν παρ' ἄλλων ὁπότε δικάζοι, ἔτι δὲ καὶ διὰ[11] τὸ[11] φιλομαθὴς[11] εἶναι[11] πολλὰ μὲν αὐτὸς ἀεὶ τοὺς παρόντας ἀνηρώτα πῶς ἔχοντα τυγχάνοι, καὶ ὅσα αὐτὸς ὑπ' ἄλλων ἐρωτῷτο[12] διὰ τὸ ἀγχίνους εἶναι ταχὺ ἀπεκρίνετο. ὥστε ἐκ πάντων τούτων ἡ πολυλογία συνελέγετο[1] αὐτῷ· ἀλλ', ὥσπερ ἐν σώματι, ὅσοι νέοι ὄντες μέγεθος ἔλαβον, ὅμως ἐμφαίνεται τὸ νεαρὸν αὐτοῖς[13] ὃ κατηγορεῖ[2] τὴν ὀλιγοετίαν,[2] οὕτω καὶ Κύρου ἐκ τῆς πολυλογίας οὐ θράσος διεφαίνετο[1] ἀλλ' ἁπλότης[2] τις καὶ φιλοστοργία·[2] ὥστ' ἐπεθύμει[14] ἄν[14] τις ἔτι πλείω αὐτοῦ ἀκούειν ἢ σιωπῶντι παρεῖναι.[1] * * καὶ γὰρ ὅσα διαγωνίζονται[2] πολλάκις ἥλικες πρὸς ἀλλήλους, οὐχ ἃ κρείττων ᾔδει[15] ὢν[16] ταῦτα[15] προὐκαλεῖτο[1] τοὺς συνόντας, ἀλλ' ἅπερ εὖ ᾔδει[1] ἑαυτὸν[15] ἥττονα[15] ὄντα ταῦτα[16] ἐξῆρχε[1] φάσκων[1] κάλλιον αὐτῶν ποιήσειν, καὶ κατῆρχεν ἥδη ἀναπηδῶν ἐπὶ τοὺς ἵππους ἢ διατυξευσόμενος ἢ διακοντιούμενος[1] ἀπὸ τῶν ἵππων οὔπω πάνυ ἔποχος[2] ὤν, ἡττώμενος[1] δὲ αὐτὸς ἐφ'

Appendix, No. 11.

General Class Examination.

ἑαυτῷ μάλιστα ἐγέλα. ὡς δ' οὐκἀπεδίδρασκεν[1] ἐκ τοῦ ἡττᾶσθαι εἰς τὸ μὴ ποιεῖν ὃ ἡττᾶτο,[17] ἀλλ' ἐκαλινδεῖτο[1] ἐν τῷ πειρᾶσθαι αὖθις βέλτιον ποιεῖν, ταχὺ μὲν εἰς τὸ ἴσον ἀφίκετο τῇ ἱππικῇ τοῖς ἥλιξι, ταχὺ δὲ παρῆει[1] διὰ τὸ ἐρᾶν[18] τοῦ[18] ἔργου.[18]

II.—1. Parse accurately and fully every word to which the figure 1 is attached.

2. Derive or decompound every word to which the figure 2 is attached.

3—18. Explain the syntax of every word or group of words thus numbered, giving special heed to *μὴ οὐ χαρίζεσθαι, διὰ τὸ φιλομαθὴς* (or *ἀγχίνους*) *εἶναι, κρείττων ἥδει ὤν* and *ἥδει ἑαυτὸν κρείττον' ὄντα*, and to every verb in the subjunctive passing or past.

Second Year Students.

I.—Translate perspicuously the following extract from Xenophon's *Memoirs of Socrates:*—

Τίνας ὑπὸ τίνων εὕροιμεν ἂν μείζονα εὐεργετημένους ἢ παῖδας ὑπὸ γονέων; οὓς οἱ γονεῖς ἐκ μὲν οὐκ ὄντων ἐποίησαν εἶναι τοσαῦτα δὲ καλὰ ἰδεῖν καὶ τοσούτων ἀγαθῶν μετασχεῖν ὅσα οἱ θεοὶ παρέχουσι τοῖς ἀνθρώποις, ἃ δὴ καὶ οὗτος ἡμῖν δοκεῖ παντὸς ἄξια εἶναι ὥστε πάντες τὸ καταλιπεῖν αὐτὰ πάντων μάλιστα φεύγομεν. καὶ αἱ πόλεις ἐπὶ τοῖς μεγίστοις ἀδικήμασι ζημίαν θάνατον πεποιήκασιν, ὡς οὐκ ἂν μείζονος κακοῦ φόβῳ τὴν ἀδικίαν παύοντες. καὶ μὴν οὐ τῶν γε ἀφροδισίων* ἕνεκα παιδοποιεῖσθαι τοὺς ἀνθρώπους ὑπολαμβάνεις, ἐπεὶ τούτου γε τῶν ἀπολυσόντων μεσταὶ μὲν αἱ ὁδοὶ μεστὰ δὲ τὰ οἰκήματα. φανεροί δ' ἐσμὲν καὶ σκοπούμενοι ἐξ ὁποίων ἂν γυναικῶν βέλτιστα ἡμῖν τέκνα γένοιτο, αἷς συνελθόντες τεκνοποιούμεθα.* καὶ ὁ μέν γε ἀνὴρ τὴν τε συντεκνοποιήσουσαν ἑαυτῷ τρέφει καὶ τοῖς μέλλουσιν ἔσεσθαι παισὶ προπαρασκευάζει πάντα ὅσα ἂν οἴηται συνοίσειν* αὐτοῖς πρὸς τὸν βίον, καὶ ταῦτα ὡς ἂν δύνηται πλεῖστα. ἡ δὲ γυνὴ ὑποδεξαμένη τε φέρει τὸ φορτίον* τοῦτο, βαρυνομένη τε καὶ κινδυνεύουσα περὶ τοῦ βίου καὶ μεταδιδοῦσα* τῆς τροφῆς ᾗ καὶ αὐτὴ τρέφεται, καὶ σὺν πολλῷ πόνῳ διενέγκασα* καὶ τεκοῦσα τρέφει τε καὶ ἐπιμελεῖται, οὔτε προπεπονθυῖα* οὐδὲν ἀγαθὸν οὔτε γιγνῶσκον τὸ βρέφος ὑφ' ὅτου* εὖ πάσχει οὔτε σημαίνειν δυνάμενον ὅτου δεῖται,* ἀλλ' αὐτὴ στοχαζομένη* τά τε συμφέροντα καὶ τὰ κεχαρισμένα[1] πειρᾶται ἐκπληροῦν,* καὶ τρέφει πολὺν χρόνον καὶ ἡμέρας καὶ νυκτὸς ὑπομένουσα πονεῖν, οὐκ εἰδυῖα* τίνα τούτων χάριν ἀπολήψεται. καὶ οὐκ ἀρκεῖ θρέψαι* μόνον, ἀλλὰ καί, ἐπειδὰν δόξωσιν ἱκανοὶ εἶναι οἱ παῖδες μανθάνειν τι, ἃ μὲν ἂν αὐτοὶ ἔχωσιν οἱ γονεῖς ἀγαθὰ πρὸς τὸν βίον διδάσκουσιν, ἃ δ' ἂν οἴωνται ἄλλον ἱκανώτερον εἶναι διδάξαι, πέμπουσι πρὸς τοῦτον δαπανῶντες,* καὶ ἐπιμελοῦνται* πάντα ποιοῦντες ὅπως ἂν οἱ παῖδες αὐτοῖς γένωνται ὡς δυνατὸν βέλτιστοι.*

II.—Parse fully and accurately every word to which an asterisk (*) is attached, and give the derivation or composition of each.

2. Explain the construction of *ἐπὶ ἀδικήμασι ζημίαν θάνατον πεποιήκασιν.*

3. Explain the use of *ἂν* in these phrases: (*a*) *πάντα ὅσα ἂν οἴηται συνοίσειν, ὡς ἂν δύνηται πλεῖστα, ἃ ἂν οἴωνται ἄλλον ἱκανώτερον εἶναι διδάξαι,*—(*b*) *σκοπούμενοι ἐξ ὁποίων ἂν γένοιτο,*—and (*c*) *ὡς οὐκ ἂν πάυοντες,* in connexion with which you will discuss the variant readings *παύσαντες* and *παύσοντες*, and likewise supply the ellipsis after *ὡς.*

4. Express in Latin *γιγνῶσκον ὑφ' ὅτου εὖ πάσχει* and *οὐκ εἰδυῖα τίνα τούτων χαριν ἀπολήψεται.*

5. Elucidate the change of construction in *οὔτε προπεπονθυῖα οὔτε γιγνῶσκον τὸ βρέφος οὔτε δυνάμενον.*

I.—Translate perspicuously these extracts from the last Book of the *Odysseia*:— *Appendix, No. 11.* General Class Examination.

1.—Ἑρμῆς δὲ ψυχὰς Κυλλήνιος ἐξεκαλεῖτο
ἀνδρῶν μνηστήρων· ἔχε δὲ ῥάβδον μετὰ χερσὶν
καλὴν χρυσείην, τῇ τ' ἀνδρῶν ὄμματα θέλγει
ὧν ἐθέλει, τοὺς δ' αὖτε καὶ ὑπνώοντας ἐγείρει.
τῇ ῥ' ἄγε κινήσας· ταὶ δὲ τρίζουσαι ἕποντο.
ὡς δ' ὅτε νυκτερίδες μυχῷ ἄντρου θεσπεσίοιο
τρίζουσαι ποτέονται, ἐπεί κέ τις ἀποπέσῃσιν
ὁρμαθοῦ ἐκ πέτρης, ἁνά τ' ἀλλήλῃσιν ἔχονται,
ὣς αἳ τετριγυῖαι ἅμ' ἤισαν· ἦρχε δ' ἄρα σφιν
Ἑρμείας ἀκάκητα κατ' εὐρώεντα κέλευθα.
πὰρ δ' ἴσαν Ὠκεανοῦ τε ῥοὰς καὶ Λευκάδα πέτρην,
ἠδὲ παρ' Ἠελίοιο πύλας καὶ δῆμον Ὀνείρων
ἦισαν· αἶψα δ' ἵκοντο κατ' ἀσφοδελὸν λειμῶνα,
ἔνθα τε ναίουσι ψυχαὶ εἴδωλα καμόντων.
* * * * *
οἳ μὲν ἔπειτα δόμονδε θοῶς κίον, αὐτὰρ Ὀδυσσεὺς
ἄσσον ἴεν πολυκάρπου ἀλωῆς πειρητίζων.
οὐδ' εὗρεν Δολίον, μέγαν ὅρχατον ἐσκαταβαίνων,
οὐδέ τινα δμώων οὐδ' υἱῶν· ἀλλ' ἅρα τοίγε
αἱμασιὰς λέξοντες ἀλωῆς ἐμμενai ἔρκος
ᾖχον τ'· αὐτὰρ ὁ τοῖσι γέρων ὁδὸν ἡγεμόνευεν.
τὸν δ' οἷον πατὴρ' εὗρεν ἐυκτιμένῃ ἐν ἀλωῇ
λιστρεύοντα φυτόν· ῥυπόωντα δὲ ἕστο χιτῶνα,
ῥαπτὸν ἀεικέλιον· περὶ δὲ κνήμῃσι βοείας
κνημῖδας ῥαπτὰς δέδετο, γραπτῦς ἀλεείνων,
χειρῖδάς τ' ἐπὶ χερσὶ βάτων ἕνεκ'· αὐτὰρ ὕπερθεν
αἰγείην κυνέην κεφαλῇ ἔχε πένθος ἀέξων.
* * * * *
ὣς φάτο· τὸν δ' ἄχεος νεφέλη ἐκάλυψε μέλαινα,
ἀμφοτέρῃσι δὲ χερσὶν ἑλὼν κόνιν αἰθαλόεσσαν
γεύατο κακκεφαλῆς παλιῆς ἀδινὰ στεναχίζων.
τοῦ δ' ὠρίνετο θυμός, ἀνὰ ῥῖνας δέ οἱ ἤδη
δριμὺ μένος προΰτυψε φίλον πατέρ' εἰσορόωντι.
κύσσε δέ μιν περιφὺς ἐπιάλμενος ἠδὲ προσηύδα.
"κεῖνος μέν τοι ὅδ' αὐτὸς ἐγώ, πάτερ, ὃν σὺ μεταλλᾷς,
ἦλθον ἐεικοστῷ ἔτεϊ πρὸς πατρίδα γαῖαν.
ἀλλ' ἴσχεν κλαυθμοῖο γόοιό τε δακρυόεντος.
ἐκ γάρ τοι ἐρέω·—μάλα δὲ χρὴ σπευδέμεν ἔμπης·—
μνηστῆρας κατέπεφνον ἐν ἡμετέροισι δόμοισιν
λώβην τινύμενος θυμαλγέα καὶ κακὰ ἔργα."

II.—1. You may annex brief annotations on words or phrases which are rare or difficult.

2. Discuss the genuineness of the three portions of this Book and their relations to each other and to the contents of previous Books.

First Year Students.

Latin.—*Examiner, Professor Nesbitt.*

Translate :—

1. Ad id dati duces Galli edocent, inde milia quinque et viginti ferme supra parvae insulae circumfusum amnem latiorem, ubi dividebatur, eoque minus alto alveo transitum ostendere. ibi raptim caesa materia

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ratesque fabricatae, in quibus equi virique et alia onera traicerentur. Hispani sine ulla mole in utres vestimentis coniectis ipsi caetris superpositis incubantes flumen tranavere. et alius exercitus ratibus iunctis traiectus, castris prope flumen positis, nocturno itinere atque operis labore fessus quiete unius diei reficitur, intento duce ad consilium opportune exsequendum. postero die profecti ex loco *prodito fumo significant transisse et haud procul abesse. quod ubi accepit Hannibal, ne tempori deesset, dat signum ad traiciendum. iam paratas aptatasque habebat pedes lintres. †eques fere propter equos nantes navium agmen ad excipiendum adversi impetum fluminis parte superiore transmittens tranquillitatem infra traicientibus lintribus praebebat. equorum pars magna nantes loris a puppibus trahebantur praeter eos, quos instratos frenatosque, ut extemplo egresso in ripam equiti usui essent, imposuerant in naves.

(*a*) Give Madvig's readings for (1) "prodito fumo," (2) "propter equos nantes navium, etc."

(*b*) Explain the constructions "insulae—circumfusum," "ad consilium exsequendum," "pars magna nantes," "ut equiti usui essent."

2. Ibi Hannibal castra habebat, revocatoque propere Maharbale atque equitibus, cum instare certamen cerneret, nihil umquam satis dictum praemonitumque ad cohortandos milites ratus, vocatis ad contionem certa praemia pronuntiat, in quorum spem pugnarent: agrum sese datorum esse in Italia Africa Hispania, ubi quisque velit, immunem ipsi qui accepisset liberisque; qui pecuniam quam agrum maluisset, ei se argento satisfacturum; qui sociorum cives Carthaginienses fieri vellent, potestatem facturum; qui domos redire mallent, daturum se operam, ne cuius suorum popularium mutatam secum fortunam esse vellent. Servis quoque dominos prosecutis libertatem proponit, binaque pro his mancipia dominis se redditurum. eaque ut rata scirent fore, agnum laeva manu dextera silicem retinens, si falleret, Iovem ceterosque precatus deos, ita se mactarent, quem ad modum ipse agnum mactasset, et secundum precationem caput pecudis saxo elisit. tum vero omnes, velut deis auctoribus in spem suam quisque acceptis, id morae quod nondum pugnarent ad potienda sperata rati, proelium uno animo et voce una poscunt.

(*a*) Write short notes on "mutatam secum," "deis in spem suam *quisque* acceptis," "ad potienda sperata."

3. Nam in ceteris rebus, cum venit calamitas, tum detrimentum accipitur; at in vectigalibus non solum adventus mali, sed etiam metus ipse adfert calamitatem. Nam cum hostium copiae non longe absunt, etiam si irruptio nulla facta est, tamen pecua relinquuntur, agricultura deseritur, mercatorum navigatio conquiescit. Ita neque ex portu neque ex decumis neque ex scriptura vectigal conservari potest: qua re saepe totius anni fructus uno rumore periculi atque uno belli terrore amittitur. Quo tandem igitur animo esse existimatis aut eos, qui vectigalia nobis pensitant, aut eos, qui exercent atque exigunt, cum duo reges cum maximis copiis propter adsint? cum una excursio equitatus perbrevi tempore totius anni vectigal auferre possit? cum publicani familias maximas, quas in salinis habent, quas in agris, quas in portubus atque cutodiis, magno periculo se habere arbitrentur?

(*a*) Write short notes on "pecua," on "propter adsint," and on "salinis."

* *al.* praedicto. † *al.* equites.

(*b*) What is the difference between "exercent" and "exigunt?"
(*c*) Explain accurately all the terms relating to the revenue.

Pass.

4. Translate into Latin Prose:

Porsena, King of the Etruscans, came to Rome with a hostile army to restore the Tarquins. He took Janiculum at the first assault. At no previous time did such terror seize the Romans: they remove from the country into the city: the city they secure with a strong garrison. One part of the city seemed protected by its walls, the other part by the Tiber. The Sublician bridge was near giving a passage to the enemy [and it would have given one], had it not been for a man named Horatius Cocles—he had received the name Cocles, because he had lost an eye in another battle. Having seized the extremity of the bridge, he alone sustained the whole force of the enemy, till the bridge was broken down behind him. His audacity confounded the enemy; when the bridge was broken up, he sprang into the Tiber, and, while many missiles fell upon him, swam across to his countrymen. The State was grateful to such valour; so much land was given him as could be ploughed round in a day. A statue also was set up to him in the Comitium.

Honors.

As soon as news was brought that the troops were coming, the Emperor went out of the city to meet them, and having mounted a throne which had been placed outside the gates, delivered a short speech to the soldiers. He said that they knew what his own feelings were towards those who had fought in his cause, and whose labours he himself had shared; and that, while he lived, the honour which they had deserved would be theirs; but he asked them to remember that his life was uncertain, and to obey another ruler, whoever he might be, as faithfully as they had obeyed him, for their own and their country's sake. Let them be faithful to their country; let them put *her* welfare above the interests of any party or leader whatever, so as not to bring on their fellow citizens the miseries of civil war. Then, after thanking them for their victories, he descended from his throne, and rode through the ranks to inspect the whole army, and to bestow a few words of praise on those legions and officers who had been most distinguished in the late war.

Additional for Honors.

Translate, with short notes where you think it necessary:—

1. Cedo dum, enumquam iniuriarum audisti mihi scriptam dicam?
GE. Qui istuc? PH. Quia non rete accipitri tennitur neque miluo,
Qui male faciunt nobis: illis qui nil faciunt tennitur,
Quia enim in illis fructus est, in illis opera luditur.
Aliis aliundest periclum, unde aliquid abradi potest:
Mihi sciunt nil esse. dices "ducent damnatum domum:"
Alere nolunt hominem edacem, et sapiunt mea sententia,
Pro maleficio si beneficium summum nolunt reddere.
GE. Non pote satis pro merito ab illo tibi referri gratia.
PH. Immo enim nemo satis pro merito gratiam regi refert,
Tene assumbolum uenire unctum atque lautum e balneis,

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Otiosum ab animo, quom ille et cura et sumptu absumitur !
Dum tibi fit quod placeat, ille ringitur : tu rideas,
Prior bibas, prior decumbas : cena dubia adponitur.

2. An. Ei,
Metuo lenonem nequid . . . . Ge. Suo suat capiti? idem ego uereor.
Ph. Non iam mihi credis? Do. Hariolare. Ph. Sin fidem do? Do. Fabulae.
Ph. Faeneratum istuc beneficium pulchre tibi dices. Do. Logi.
Ph. Crede mihi, gaudebis facto : uerum hercle hoc est. Do. Somnia.
Ph. Experire : non est longum. Do. Cantilenam eandem canis.
Ph. Tu cognatus, tu parens, tu amicus, tu. . . . Do. Garri modo.
Ph. Adeon ingenio esse duro te atque inexorabili,
Vt neque misericordia neque precibus molliri queas !
Do. Adeon te esse incogitantem atque impudentem, Phaedria,
Vt phaleratis dictis ducas me et meam ductes gratiis !

3. Pater ipse colendi
Haud facilem esse viam voluit, primusque per artem
Movit agros, curis acuens mortalia corda,
Nec torpere gravi passus sua regna veterno.
Ante Iovem nulli subigebant arva coloni ;
Ne signare quidem aut partiri limite campum
Fas erat : in medium quaerebant ipsaque tellus
Omnia liberius, nullo poscente, ferebat.
Ille malum virus serpentibus addidit atris,
Praedarique lupos iussit, pontumque moveri,
Mellaque decussit foliis, ignemque removit,
Et passim rivis currentia vina repressit :
Ut varias usus meditando extunderet artes
Paullatim, et sulcis frumenti quaereret herbam,
Ut silicis venis abstrusum excuderet ignem.

4. Nec erit ulterius, quod nostris moribus addat
Posteritas ; eadem cupient facientque minores,
Omne in praecipiti vitium stetit ! Utere velis,
Totos pande sinus, dicas hic forsitan—" Unde
Ingenium par materiae? unde illa priorum
Scribendi quodcumque animo flagrante liberet
Simplicitas, cuius non audeo dicere nomen?
Quid refert dictis ignoscat Mucius, an non
Pone Tigellinum : taeda lucebis in illa,
Qua stantes ardent, qui fixo gutture fumant,
Et latum media sulcum deducis arena."
Qui dedit ergo tribus patruis aconita, vehatur
Pensilibus plumis, atque illinc despiciet nos?
Cum veniet contra, digito compesce labellum :
Accusator erit, qui verbum dixerit " hic est."

5. Unde igitur tot
Quintilianus habet saltus? exempla novorum
Fatorum transi : felix et pulcher et acer ;
Felix et sapiens et nobilis et generosus
Appositam nigrae lunam subtexit alutae ;
Felix orator quoque maximus et iaculator ;

Et, si perfrixit, cantat bene. Distat enim, quae
Sidera te excipiant modo primos incipientem
Edere vagitus et adhuc a matre rubentem.
Si Fortuna volet, fies de rhetore consul;
Si volet haec eadem, fies de consule rhetor.
Ventidius quid enim? quid Tullius? anne aliud quam
Sidus et occulti miranda potentia fati?
Servis regna dabunt, captivis fata triumphos.

6. Translate and explain:

(*a*) Ego te cognatum dicam et tibi scribam dicam.

(*b*) Aliquid convasassem atque hinc me conicerem protinam in pedes.

(*c*) Nequeo exorare ut me maneat, et cum illo ut mutet fidem.

(*d*) Unde ego nunc tam subito huic argentum inveniam miser,
Quoi minus nilo est, quod, hic si pote fuisset exorarier
Triduum hoc, promissum fuerat?

(*e*) Ergo inter sese paribus concurrere telis
Romanas acies iterum videre Philippi;
Nec fuit indignum superis, bis sanguine nostro
Emathiam et latos Haemi pinguescere campos.

(*f*) Transi
Gymnasia atque audi facinus majoris abollae.

(*g*) Quis gener hic placuit censu minor atque puellae Sarcinulis impar?

(*h*) Vis certe pila, cohortes,
Egregios equites, et castra domestica.

(*i*) Mergit longa et insignis honorum
Pagina.

7. Explain the following words and phrases (mark doubtful quantities): ubi initiabunt, tostrina, faxo, nimium quantum, vorsura solves, protelo, ego plectar pendens, satin illi di sunt propitii? qui illum di perduint, commissa auctio, opici mures, stlataria purpura.

8. Give a brief sketch of Latin Comedy down to the time of Terence.

9. To what class of literary composition do the plays of Terence belong? From what author has he chiefly borrowed? Mention the sources of the Phormio.

10. To what purpose does Terence devote his prologues? State the points in the literary execution of his plays which were the subject of hostile criticism.

Second Year Students.

Translate:—

1. Certiorem te per litteras scribis esse factum me cum Caesare et cum Appio esse in gratia, teque id non reprehendere adscribis. Vatinium autem scire te velle ostendis quibus rebus adductus defenderim et laudarim. Quod tibi ut planius exponam, altius paullo rationem consiliorum meorum repetam necesse est. Ego me, Lentule, initio rerum atque actionum tuarum non solum meis, sed etiam rei publicae restitutum putabam et, quoniam tibi incredibilem quendam amorem et

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omnia in te ipsum summa ac singularia studia deberem, rei publicae, quae te in me restituendo multum adiuvisset, eum certe me animum merito ipsius debere arbitrabar, quem antea tantum modo communi officio civium, non alicui erga me singulari beneficio debitum praestitissem.

2. Dux nobis et auctor opus est et eorum ventorum, quos proposui, moderator quidam et quasi gubernator: qui si ex omnibus unus optandus esset, quem tecum conferre possemus non haberemus. Quam ob rem, si me memorem, si gratum, si bonum virum vel ex hoc ipso, quod tam vehementer de Milone laborem, existimare potes, si dignum denique tuis beneficiis iudicas, hoc a te peto, ut subvenias huic meae sollicitudini et huic meae laudi vel—ut verius dicam—prope saluti tuum studium dices. De ipso T. Annio tantum tibi polliceor, te maioris animi, gravitatis, constantiae, benevolentiae, erga te, si complecti hominem volueris, habiturum esse neminem.

(1) (*a*) Account for the mood and tense of *laudarim, repetam, adjuvisset.* The use of *deberem* is peculiar.

(*b*) Explain the meaning of *quendam* in the phrase *incredibilem quendam amorem.*

(2) (*a*) Explain the use of *qui* in the phrase *qui si ex omnibus.*

(*b*) What is the significance of each of the names *Titus, Annius, Milo?*

(*c*) Distinguish between *tantum* and *solum, promitto* and *polliceor.*

Translate :—

1. Ergo Quintilium perpetuus sopor
Urget! Cui pudor et iustitiae soror,
Incorrupta fides, nudaque veritas
Quando ullum inveniet parem?

Multis ille bonis flebilis occidit,
Nulli flebilior, quam tibi Vergili.
Tu frustra pius heu non ita creditum
Poscis Quintilium deos.

Quodsi Threicio blandius Orpheo
Auditam moderere arboribus fidem,
Non vanae redeat sanguis imagini,
Quam virga semel horrida,

Non lenis precibus fata recludere,
Nigro compulerit Mercurius gregi.
Durum: sed levius fit patientia,
Quidquid corrigere est nefas.

Write short notes on (1) *non ita creditum,* (2) *lenis recludere.*

2. Me dulces dominae musa Licymniae
Cantus, me voluit dicere lucidum
Fulgentes oculos et bene mutuis
Fidum pectus amoribus,

Quam nec ferre pedem dedecuit choris
Nec certare ioco nec dare brachia
Ludentem nitidis virginibus sacro
Dianae celebris die.

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Num tu quae tenuit dives Achaemenes
Aut pinguis Phrygiae Mygdonias opes
Permutare velis crine Licymniae,
Plenas aut Arabum domos,

Dum flagrantia detorquet ad oscula
Cervicem, aut facili saevitia negat,
Quae poscente magis gaudeat eripi,
Interdum rapere occupet?

Explain and illustrate the construction *lucidum fulgentes*, and the allusions in *Achaemenes*, and *Mygdonias*.

Pass.

Translate into Latin Prose :—

When Fabricius had been sent as an ambassador to Pyrrhus, he heard Cineas say, that there was a man at Athens who professed to be a philosopher, and yet said that all our actions are to be referred to pleasure. Upon this Fabricius is said to have exclaimed, Would that our enemies were persuaded of this, in order that they might more easily be conquered, having given themselves up to pleasures. Nothing was more out of harmony (*alienum*) with his life than pleasure and luxury. His whole plate (*supellex argentea*) consisted of one salt-cellar, and a little cup (*patella*) for the service of sacrifice, and even this was supported on a horn bottom (*pediculus*). He was dining at his fire-side on roots and herbs which he had pulled up in cleaning (*repurgando*) his land, when ambassadors from the Sabines came to him, and offered him a large sum of money. He replied in this way: As long as I shall be able to control my desires, I shall have no need of your money; take it back to those who want it.

Honors.

Do not accustom yourself to consider debt only as an inconvenience; you will find it a calamity. Poverty takes away so many means of doing good, and produces so much inability to resist evil, both natural and moral, that it is by all virtuous means to be avoided. Consider a man whose fortune is very narrow; whatever be his rank by birth, or whatever his reputation by intellectual excellence, what can he do? or what evil can he prevent? That he cannot help the needy is evident; he has nothing to spare. But perhaps his advice or admonition may be useful. His poverty will destroy his influence; many more can find that he is poor, than that he is wise; few will reverence the understanding that is of so little value to its owner. I say nothing of the personal wretchedness of a debtor, which, however, has passed into a proverb. Of riches it is not necessary to write the praise. Let it, however, be remembered, that he who has money to spare, has it always in his power to benefit others; and of such power a good man is always desirous.

Additional for Honors.

A. Translate :—

1. Intactis opulentior
Thesauris Arabum et divitis Indiae
Caementis licet occupes
Tyrrhenum omne tuis et mare Apulicum;

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Si figit adamantinos
Summis verticibus dira Necessitas
Clavos, non animum metu,
Non mortis laqueis expedies caput.
Campestres melius Scythae,
Quorum plaustra vagas rite trahunt domos,
Vivunt et rigidi Getae,
Immetata quibus iugera liberas
Fruges et Cererem ferunt,
Nec cultura placet longior annua,
Defunctumque laboribus
Aequali recreat sorte vicarius.
Illic matre carentibus
Privignis mulier temperat innocens,
Nec dotata regit virum
Coniux, nec nitido fidit adultero,
Dos est magna parentium
Virtus et metuens alterius viri
Certo foedere castitas,
Et peccare nefas aut pretium est mori.

(*a*) Write a critical note on line 4.

(*b*) Of the various interpretations of *summis verticibus*, which do you prefer, and why?

2.

Arva beata
Petamus arva divites et insulas,
Reddit ubi Cererem tellus inarata quotannis
Et imputata floret usque vinea,
Germinat et nunquam fallentis termes olivae,
Suamque pulla ficus ornat arborem,
Mella cava manant ex ilice, montibus altis
Levis crepante lympha desilit pede.
Illic iniussae veniunt ad mulctra capellae
Refertque tenta grex amicus ubera,
Nec vespertinus circumgemit ursus ovile,
Neque intumescit alta viperis humus.
Pluraque felices mirabimur; ut neque largis
Aquosus Eurus arva radat imbribus,
Pinguia nec siccis urantur semina glebis,
Utrumque rege temperante coelitum.
Non huc Argoo contendit remige pinus,
Neque impudica Colchis intulit pedem;
Non huc Sidonii torserunt cornua nautae
Laboriosa nec cohors Ulixei.
Nulla nocent pecori contagia, nullius astri
Gregem aestuosa torret impotentia.
Iuppiter illa piae secrevit litora genti,
Ut inquinavit aere tempus aureum;
Aere, dehinc ferro duravit secula, quorum
Piis secunda vate me datur fuga.

It has been proposed to omit the lines—

"Nulla nocent pecori contagia, nullius astri
Gregem aestuosa torret impotentia."

Point out their connexion with the context.

3. Write a short essay, with illustrations on Horace's use of the infinitive.

4. What data have we for determining the limits within which falls the composition of the first three books of Odes?

5. Analyze accurately the structure of the Sapphic and the Alcaic stanzas, and point out any metrical irregularities you have observed in Horace.

B. Translate, adding brief notes where necessary :—

1. Instinctos ruentesque ita disposuit, ut peditum auxilia quae octo milium erant, mediam aciem firmarent, equitum tria milia cornibus adfunderentur. legiones pro vallo stetere, ingens victoriae decus citra Romanum sanguinem bellanti, et auxilium, si pellerentur. Britannorum acies in speciem simul ac terrorem editioribus locis constiterat ita, ut primum agmen in aequo, ceteri per adclive iugum connexi velut insurgent; media campi covinnarius eques strepitu ac discursu complebat. tum Agricola superante hostium multitudine veritus, ne [simul] in frontem simul et latera suorum pugnaretur, diductis ordinibus, quamquam porrectior acies futura erat et arcessendas plerique legiones admonebant, promptior in spem et firmus adversis, dimisso equo pedes ante vexilla constitit.

2. Fenus agitare et in usuras extendere ignotum; ideoque magis servatur quam si vetitum esset. agri pro numero cultorum ab universis in vices in occupantur, quos mox inter se secundum dignationem partiuntur; facilitatem partiendi camporum spatia praebent. arva per annos mutant, et superest ager. nec enim cum ubertate et amplitudine soli labore contendunt, ut pomaria conserant et prata separent et hortos rigent: sola terrae seges imperatur. unde annum quoque ipsum non in totidem digerunt species; hiems et ver et aestas intellectum ac vocabula habent, autumni perinde nomen ac bona ignorantur.

3. Explain the meaning of the following words, illustrating your answers by quotations where you can: *ambitiosus, assultare, delenimentum, circumspectare, laureatae, salarium, vexillum, agnati, cuneus, profligare, bigati, privignus, seculum, rarescere.*

4. Give a short sketch of Agricola's achievements in Britain.

Third Year Students.

A.—Translate, with short notes where necessary :—

1. Nihil habes quod mihi opponas, homo diserte, ut Mustelae Tamisio et Tironi Numisio videris? qui quum hoc ipso tempore stent cum gladiis in conspectu senatus, ego quoque te disertum putabo, si ostenderis quo modo sis eos inter sicarios defensurus. Sed quid opponas tandem, si negem me umquam istas litteras ad te misisse? quo me teste convincas? An chirographo? in quo habes scientiam quaestuosam. Qui possis? Sunt enim librarii manu. Iam invideo magistro tuo, qui te tanta mercede, quantam iam proferam, nihil sapere doceat.

2. Quid enim? istud, quod te sacerdotii iure facere posse dixisti, si augur non esses et consul esses, minus facere potuisses? Vide ne etiam facilius. Nos enim nuntiationem solum habemus: consules et reliqui magistratus etiam spectionem. Esto: hoc imperite: nec enim est ab homine numquam sobrio postulanda prudentia, sed videte impudentiam. Multis ante mensibus in senatu dixit se Dolabellae comitia aut prohibiturum auspiciis aut id facturum esse, quod fecit. Quisquamne divinare potest quid vitii in auspiciis futurum sit, nisi qui de caelo servare con-

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General Class Examination.

stituit? quod neque licet comitiis, per leges, et, qui servavit, non habitis comitiis, sed prius quam habeantur, debet nuntiare.

3. Deinde tui municipes sunt illi quidem splendidissimi homines, sed tamen pauci, si quidem cum Atinatibus conferantur: huius praefectura plena virorum fortissimorum, sic ut nulla tota Italia frequentior dici possit. Quam quidem nunc multitudinem videtis, iudices, in squalore et luctu supplicem vobis. Hi tot equites Romani, tot tribuni aerarii—nam plebem a iudicio dimisimus, quae cuncta comitiis adfuit—quid roboris, quid dignitatis huius petitioni attulerunt? Non enim tribum Terentinam, de qua dicam alio loco, sed dignitatem, sed oculorum coniectum, sed solidam et robustam et adsiduam frequentiam praebuerunt. Nostra municipia coniunctione etiam vicinitatis vehementer moventur.

4. Illud vero crimen de numis, quos in circo Flaminio deprehensos esse dixisti, caluit re recenti, nunc in causa refrixit. Neque enim qui illi numi fuerint nec quae tribus nec qui divisor ostendis. Atque is quidem eductus ad consules, qui tum in crimen vocabatur, se inique a tuis iactatum graviter querebatur. Qui si erat divisor, praesertim eius quem tu habebas reum, cur abs te reus non est factus? cur non eius damnatione aliquid ad hoc iudicium praeiudicii comparasti? Sed neque tu haec habes neque eis confidis. Alia te ratio, alia cogitatio ad spem huius opprimendi excitavit. Magnae sunt in te opes, late patet gratia: multi amici, multi cupidi tui, multi fautores laudis tuae: multi huic invident, multis etiam pater, optimus vir, nimium retinens equestris iuris et libertatis videtur: multi etiam communes inimici reorum omnium.

5. Inter quae Severus Caecina censuit, ne quem magistratum, cui provincia obvenisset, uxor comitaretur, multum ante repetito concordem sibi coniugem et sex partus enixam, seque quae in publicum statueret domi servavisse, cohibita intra Italiam, quamquam ipse pluris per provincias quadraginta stipendia explevisset. haud enim frustra placitum olim, ne feminae in socios aut gentes externas traherentur: inesse mulierum comitatui quae pacem luxu, bellum formidine morentur, et Romanum agmen ad similitudinem barbari incessus convertant. non inbecillum tantum et inparem laboribus sexum, sed si licentia adsit, saevum, ambitiosum, potestatis avidum; incedere inter milites, habere ad manum centuriones; praesedisse nuper feminam exercitio cohortium, decursu legionum. cogitarent ipsi, quotiens repetundarum aliqui arguerentur, plura uxoribus obiectari; his statim adhaerescere deterrimum quemque provincialium, ab his negotia suscipi, transigi; duorum egressus coli, duo esse praetoria, pervicacibus magis et inpotentibus mulierum iussis, quae Oppiis quondam aliisque legibus constrictae, nunc vinclis exsolutis domos, fora, iam et exercitus regerent.

6. Translate and explain:—

(*a*) Nec sane ideo a majoribus concessum est egredi aliquando relationem, et quod in commune conducat loco sententiae proferre, ut privata negotia et res familiares nostras hic augeamus cum invidia senatus et principum.

(*b*) Exin ventum Elephantinen et Syenen, claustra olim Romani imperii, quod nunc rubrum ad mare patescit.

(*c*) Relatum deinde de moderanda Pappia Poppaea, quam senior Augustus post Julias rogationes incitandis caelibum poenis et augendo aerario sanxerat.

(*d*) Servos quoque Silani, ut tormentis interrogarentur, actor publicus mancipio acceperat.

(*e*) Nam si ita esset, quod patres apud majores nostros non potuerunt,

ut reprehensores essent comitiorum, id haberent judices, vel quod multo minus esset ferendum. *Appendix, No. 11.*

(*f*) Sed ut redeam ad Plancium, nunquam ex urbe is afuit nisi sorte, lege, necessitate. General Class Examination.

B.—1. The Imperial power was a combination of several powers which had existed under the Republic.

2. State the origin and trace the development of the law of Majestas, and illustrate its application under Tiberius.

3. Give a sketch of the early life of Tiberius. What judgment have you formed of the candour of Tacitus' narrative of his government?

4. State what you know about C. Fabricius Luscinus, Q. Lutatius Catulus, M. Porcius Cato, M. Livius Drusus, P. Rutilius Rufus.

Latin Prose Composition.

Translate into Latin Prose:—

But if I profess all this impolitic stubbornness, I may chance never to be elected into Parliament. It is certainly not pleasing to be put out of the public service. But I wish to be a member of Parliament, to have my share of doing good and resisting evil. It would therefore be absurd to renounce my objects in order to retain my seat. I deceive myself indeed most grossly if I had not much rather pass the remainder of my life hidden in the recesses of the deepest obscurity, feeding my mind even with the visions and imaginations of such things, than to be placed on the most splendid throne of the universe, tantalized with a denial of the practice of all which can make the greatest situation any other than the greatest curse. Gentlemen, I have had my day. I can never sufficiently express my gratitude to you for having set me in a place where I could lend the slightest help to great and laudable designs. If by my vote I have aided in securing to families the best possession, peace; if I have joined in reconciling kings to their subjects, and subjects to their prince; if I have thus taken part with the best of men in the best of their actions, I can shut the book. I might wish to read a page or two more; but this is enough for my measure,—I have not lived in vain.

Translate, adding brief notes where necessary:—

1. St. Non enim possum quin exclamem: euge euge, Lusiteles, πάλιν:
facile palmam habes: hic victust: vicit tua comoedia.
hic agit magis ex argumento et versus melioris facit.
etiam ob stultitiam tuam te teuris? multabo mina.
Le. quid tibi interpellatio aut in consilium huc accessiost?
St. eodem pacto, quo huc accessi, apscessero. Le. i hac mecum domum,
Lusiteles: ibi de istis rebus plura fabulabimur.
Lv. nil ego in occulto agere soleo. meus ut animust, eloquar:
si mihi tua soror, ut ego aequom censeo, ita nuptum datur,
sine dote, neque tu hinc abituru's quod meumst id erit tuom:
sin aliter animatus es, bene quod agas eveniat tibi,
ego amicus numquam tibi ero alio pacto: sic sententiast.
St. abiit hercle ille quidem ecquid audis, Lusiteles? ego te volo.
hic quoque hinc abiit. Stasime, restas solus. quid ego nunc agam,
nisi uti sarcinam constringam et clupeum ad dorsum accommodem,
fulmentas iubeam suppingi soccis? non sisti potest.
video caculam militarem me futurum haud longius.

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General Class Examination.

2. Svc. fac me, si scis, certiorem hisce homines ubi habitente, pater.
Ch. quid eos quaeris? aut quis es? aut unde es? unde advenis?
Svc. census quom sum iuratori recte rationem dedi.
Ch. * * * * *
Svc. multa simul rogas: nescio quid expediam potissumum.
si unum quidquid singallatim et placide precontabere,
et meum nomen et mea facta et itinera ego faxo scias.
Ch. faciam ita ut vis: agedum, nomen primum memora tuom mihi.
Svc. magnum facinus incipissis petere. Ch. quid ita? Svc. quia, pater,
si ante lucem ire hercle occipias a meo primo nomine,
concubium sit noctis, priusquam ad postremum perveneris.
Ch. opus factost viatico ad tuom nomen, ut tu praedicas.
Svc. est minusculum alteratum quasi vesculum vinarium.
Ch. quid est tibi nomen, adulescens? Svc. 'Pax' id est nomen mihi:
hoc cotidianumst. Ch. edepol nomen nugatorium:
quasi dicas, si quid crediderim tibi 'pax' periisse ilico.
hic homo solide sucophantast.

3. Sed primum multas expromam mente querelas,
canitiem terra atque infuso pulvere foedans;
inde infecta vago suspendam lintea malo,
nostros ut luctus nostraeque incendia mentis
carbasus obscurata dicet ferrugine Ibera.
Quod tibi si sancti concesserit incola Itoni, 227
quae nostrum genus ac sedes defendere Erechthei
annuit, ut tauri respergas sanguine dextram,
tum vero facito, ut memori tibi condita corde
haec vigeant mandata, nec ulla oblitteret aetas:
ut simul ac nostros invisent lumina colles,
funestam atemnae deponant undique vestem,
candidaque intorti sustollant vela rudentes,
quamprimum cernans ut laeta guadea mente
agnoscam, quum te reducem aetas prospera sistet.
Haec mandata prius constanti mente tenentem
Thesea, ceu pulsae ventorum flamine nubes
aerium nivei montis, liquere, cacumen.

Give the chief emendations which have been proposed of the 227th line.

4. Cum interea infirmo quatientes corpora motu
veridicos Parcae coeperunt edere cantus.
His corpus tremulum complectens undique vestis
candida purpurea talos incinxerat ora.
Annoso niveae residebant vertice vittae,
aeternumque manus carpebant rite laborem.
Laeva colum molli lana retinebat amictum,
dextera tum leviter deducens fila supinis
formabat digitis, tum prono in pollice torquens
libratum tereti versabat turbine fusum:
atque ita decerpens aequabat semper opus dens,
laneaque aridulis haerebant morsa labellis,
quae prius in levi fuerant exstantia filo.
Ante pedes autem candentis mollia lanae
vellera virgati custodibant calathisci.

5. Translate and explain :—

(1) (*a*) Faxo hau tantillum dederis verborum mihi.
(*b*) Inconciliastine eum qui mandatust tibi?
(*c*) Falsone an vero laudent, culpent quem velint,
Non flocci faciunt.
(*d*) Pejus perit quasi saxo saliat.
(*e*) Tute pone te latebis facile, ne inveniat te honos.
(2) (*a*) Pars obscura cavis celebrabant orgia cistis.
(*b*) Naiasin linquens doris celebranda choreis.

Give any other emendations of this line you think worthy of attention.

(*c*) Cum teres excelso coacervatum aggere bustum
Excipiet niveos percussae virginis artus.
(*d*) Semper maesta tua carmina morte tegam.
(*e*) Gaudete vosque, O Lydiae lacus undae :
Ridete quidquid est domi cachinnorum.

6. Translate and explain the following words and phrases: Exaedificare, posiveris, quid ais?, tarpessita, ferentarius, euscheme, cluere, ballista, abin hinc dierecte, turben, externare, concubium, lutitare, vindex, graphicus.

7. Translate into Latin verse :—

When winter winds are piercing chill,
And through the hawthorn blows the gale,
With solemn feet I tread the hill
That overbrows the lonely vale.

Where twisted round the barren oak,
The summer vine in beauty clung,
And summer winds the stillness broke,
The crystal icicle is hung.

Alas how changed from the fair scene,
When birds sang out their mellow lay,
And winds were soft and woods were green,
And the song ceased not with the day.

But still wild music is abroad,
Pale desert woods, within your crowd,
And gathering winds in hoarse accord
Amid the vocal reeds pipe loud.

MODERN LANGUAGES.—*Examiner, Professor Meissner.*

FIRST YEAR STUDENTS.

FRENCH.

Translate into French :—

I.—You will not be happy in old age, if you are not diligent in youth. They would have more money, if they had been less prodigal. We shall accompany our brother as far as Marseilles. The soul is immortal. The poorest men are often the most generous. He conceals his designs. Everything reminds man of his duty. The moon shines. She does not write nearly as well as her brother. Do you want anything? How long have

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General Class Examination.

you been here? It is better to be silent than to say foolish things. Never speak ill of your neighbour. I am sorry to have displeased you.

II.—Do you know his father and mother. I know neither his father nor his mother. Has Richard written to his wife? He has written to her yesterday. Do you see these mountains? No, I am short-sighted. Is it the postman that knocks? No, it is the washerwoman. Why do we eat? We eat in order to live, and we do not live in order to eat. There are two horses, which do you prefer? I prefer this one. At what o'clock does your French lesson begin? We begin at nine o'clock.

III.—Keep these children quiet. I should never have known you again. The canals of Holland are covered with boats. The wealth of the Patriarchs consisted in cattle, especially goats, sheep, oxen and asses. I beg your pardon, I have not done it on purpose. Every one has his duty to fufil; do yours, I shall fulfil mine. I shall arrive this day week. Here lie the heroes who have sacrificed themselves for their country. I will teach you manners. Let us learn to despise prejudices. Do what you like. Can I believe my eyes? Do not drink out of this glass. What do you wish me to do? You are pleased to say so.

Translate into English:—

Bernard Palissy est un grand exemple de ce que peut une volonté ferme et persévérante. Né de parents pauvres, qui purent à peine lui faire donner quelques leçons de lecture, d'écriture et d'arpentage, il apprit seul le dessin, et devint très habile dans cet art. Avec le produit de quelques travaux d'arpentage et de peinture sur vitraux, il visita, pour s'instruire, une grande partie de la France. Il avait déjà près de quarante ans et était établi à Saintes, lorsqu'ayant vu une magnifique coupe émaillée, il resolut de chercher le secret de la composition de l'émail, secret alors connu seulement de quelques artistes italiens qui s'en servaient pour faire de beaux ouvrages qu'ils vendaient fort cher. Il se mit à l'œuvre. Des essais infructueux épuisérent ses économies; il ne se rebuta point. Le prix d'une carte des marais salants de la Saintonge, qu'il fut chargé de lever, fut consacré à de nouvelles tentatives. Ensuite il emprunta de l'argent pour faire construire un fourneau, brûla, pour le chauffer, ses meubles et les planches de sa maison, et donna en payement à l'ouvrier qui l'aidait une partie de ses habits. Enfin, après seize années de travaux, le plus brillant succès couronna ses efforts. Ses belles poteries émaillées, ses vases, ses figurines, achetes a l'envi par le roi Henri II. et par tous les amateurs des arts, ornèrent les jardins et les châteaux, et la France se trouva enrichie d'une industrie nouvelle.

T. H. Barrau.

GERMAN.

Translate into German:—

John is learning the German letters. The enemy has bombarded the town. My friend has told me that he will buy an estate. I have been waiting for you. My dearest friend. He follows the example of his elder brother. Who has made the fewest mistakes? She will do it herself. We shall wash ourselves? I have lost my German grammar; lend me yours. Can you write with such pens? Which poem have you read? Whose handwriting is this? What o'clock is it? It is half-past five. I have not been able to do it. When I awoke, I saw my friend standing before me. Wait, till I have finished my work. I shall take

an umbrella, for it is going to rain. I am ill, on that account I cannot go out. Many read, but few read with profit. The rich proprietor of the large estate is a charitable man.

Translate into English:

In Italien, beſonders in dem obern Theile, gab es, wie noch heut zu Tage, viele blühende Städte: Mailand, die vornehmſte Stadt, dann Pavia, Verona, Venedig, und viele andere mehr. Dieſe waren durch die Betriebſamkeit ihrer Bürger, beſonders ſeit den Kreuzzügen durch den Handel mit dem Morgenlande, ſehr reich geworden. Die am Meere gelegenen holten auf ihren Schiffen die koſtbaren Waaren des Morgenlandes und führten ſie dann, mit Hülfe anderer Städte, weiter in's Land und über die Alpen nach Deutſchland. Da vertheilten ſie dieſe Waaren auf verſchiedenen Wegen im Lande umher, oder wanderten weiter nach Norden zu, bis an die Nord- und Oſtſee, und weiter nach England, Dänemark, Schweden, Norwegen. Auch die deutſchen Städte, die an dieſen großen Handelsſtraßen lagen, wurden nach und nach ſehr reich und legten dazu in der Zeit, wovon jetzt die Rede iſt, den Grund. Aber noch viel ſchneller ging es mit den italieniſchen Städten.—KOHLRAUSCH.

SECOND YEAR STUDENTS.

FRENCH.

Translate into French:

I.—Many people are deficient in common sense. He is fond of reading newspapers. He will wait for you at the station. Do you sometimes think of your old friends? I do not think he knows it. I must have finished before ten o'clock. It is important that you should come with me. I must start to-morrow. Let him come! I do not believe that he deceives us. I should be sorry that any misfortune should happen to him. This gentleman is a Frenchman. They have been mistaken. You will see in this town palaces and huts, churches and theatres. He neither eats nor drinks, because he is neither thirsty nor hungry.—EUGENE.

II.—Napoleon entered Moscow only at the approach of darkness. He stopped in one of the first houses of the suburb. It was there that he appointed Marshal Mortier governor of this capital. Above all, said he to him, no pillage. Defend Moscow alike against friends and foes. This night was miserable. Sinister rumours succeeded one another. Frenchmen came, inhabitants of this country, and even an officer of the Russian police, in order to report the burning of the town. The fire broke out in the centre of the town, in the richest quarter.—SEGUR.

III.—Clive had been only a few months in the army when intelligence arrived that peace had been concluded between Great Britain and France. Dupleix was in consequence compelled to restore Madras to the English company; and the young ensign was at liberty to resume his former business. He did indeed return for a short time to his desk. He again quitted it in order to assist Major Lawrence in some petty hostilities with the natives. While he thus was wavering between a military and commercial life, events took place which decided his choice.—MACAULAY.

IV.—Philological Questions.

I. How far does etymology guide you in determining whether an *h* is aspirated or mute.

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General Class Examination.

2. Give the etymology of *cheval*, *parole*, *armée*, *vertu*, and state to what kind of Latinity each word belongs.

3. Explain the main difference between French and Latin versification.

GERMAN.

Translate into German :—

Well, I have no objection. I do it with pleasure. We have heard it, indeed, but we have not understood it. Be sure not to forget it. Read the whole passage once more. My German teacher comes every other day. I have let the bird fly. I stood long before the picture. We sailed along the coast. The train having been detained by an accident, the letters have not arrived at the usual time. Charles the Fifth would not have been so unfortunate, had he been as prudent as he was valiant. I remember no longer the particular circumstances. The King has appointed him ambassador to the Russian court. The palace of the duke is a splendid edifice. The brothers of the count serve as officers in the Austrian army. I require two pounds of sugar and three bottles of wine. I have been advised to address myself to the King.

Translate into English :—

Der Briefwechſel zwiſchen beiden Königen hörte nun auf, allein der ſächſiſche General Spörken ſetzte ihn in Auguſts Namen mit Friedrich fort. Der Hauptgegenſtand deſſelben betraf eine Anzahl Ulanenpoſten, die man von Polen aus durch Schleſien und Sachſen zur Erleichterung des Verkehrs aufſtellen wollte. Friedrich ſchien anfangs nicht abgeneigt das Aufſuchen zu geſtatten, allein da immer neue Verſuche des ſächſiſchen Hofes entdeckt wurden, ſowohl dem Feinde von Allem Nachricht zu geben, als die in preußiſchen Dienſt getretenen Sachſen zur Flucht zu vermögen, ſo brach er den Briefwechſel mit Spörken kurz ab. Er ſagte in ſeinem Schreiben vom 2. Dezember: „Man mißbraucht ganz meine Mäßigung. Nach dem unfreundlichen Betragen Ihres Hofes bleibt mir nichts als das Recht der Waffen übrig. Dies iſt der letzte Brief, den Sie von mir erhalten."—ARCHENHOLZ.

THIRD YEAR STUDENTS.

FRENCH.

Translate into French :—

The letter of Columbus to the Spanish monarchs, announcing his discovery, had produced the greatest sensation at court. The event it communicated was considered the most extraordinary of their prosperous reign. The sovereigns themselves were for a time dazzled by this sudden and easy acquisition of a new empire, of an indefinite extent and apparently boundless wealth; and their first idea was to secure it beyond the reach of question or competition. Shortly after his arrival in Seville, Columbus received a letter from them, expressing their great delight, and requesting him to repair immediately to court, to concert plans for a second and more extensive expedition.—WASHINGTON IRVING.

Literary Questions :—

1. State the subjects of the principal *Chansons de Geste*.
2. Give an account of Malherbe.

3. Mention the principal comedies of Molière, and briefly indicate their subjects.

4. State what you know of Rousseau.

5. Mention the principal poets of the Romantic School.

MATHEMATICS.—*Examiner, Professor Purser.*

FIRST YEAR STUDENTS.

ALGEBRA, &c.

1. A farmer sells to one person 7 cows and 9 sheep for £105, to another 5 cows and 11 sheep for £83. How much should a third pay for 9 cows and 13 sheep?

2. Solve the equations—

$$1° \quad \frac{1}{14}\left(3x+\frac{2}{3}\right)-\frac{1}{7}\left(4x-6\frac{2}{3}\right)=\frac{1}{2}\left(5x-6\right)$$

$$2° \quad 3x^2-2x-8=0.$$

$$3° \quad \sqrt{x}+\sqrt{x-\sqrt{1-x}}=1.$$

3. Given $\frac{5x}{4}-\frac{2y}{5}=11 \quad \frac{x}{3}+\frac{y}{2}=9$; find x and y.

Given $x^3+y^3=19 \quad x^2+y^2-xy=19$; find x and y.

4. Insert three geometric means between a and b.

Write down an arithmetic series of 8 terms of which $\frac{2}{3}$ shall be the first, and $\frac{7}{5}$ the last term.

Prove that the geometric mean between two quantities is always less than the arithmetic mean.

5. Write down the expansion of $(a+x)^n$. Find the co-efficient of x^7 in $(2-x)^{10}$ and of x^4 in $(1-x-x^2)^5$.

6. Prove the elementary properties on which the use of logarithms depends.

Calculate by the tables—

$$\frac{(5\cdot37)(20\cdot9)}{(4\cdot19)(\cdot816)(\cdot0054)} \text{ and } \left(\frac{13}{12}\right)^{10}$$

7. Assuming the Binomial theorem for positive integral exponents; prove it all for exponents.

8. If A_0, A_1, A_2, &c., are the successive coefficients in the expansion of $(x+y)^n$ so that $(x+y)^n = A_0x^n + A_1x^{n-1}y \ldots\ldots A_ny^n$

Sum the series—

$$1° \quad A_0+A_1+A_2+\&c.$$
$$2° \quad A_0+\tfrac{1}{2}A_1+\tfrac{1}{3}A_2+\&c.$$
$$3° \quad A_0^2+A_1^2+A_2^2+\&c.$$

9. Seven men are seated two successive days at a round table. Find the probability if they take their places at random that no one will have the second day either of the same neighbours he had on the first.

10. Define a determinant. Show how to find the sign of any element. Investigate the square of a determinant of three rows.

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General Class Examination.

Express the result of eliminating x between a biquadratic and a cubic in the form of a determinant.

11. Calculate the value of the lease of a farm let at a rent of £120 under its value for seventeen years, interest being taken at four per cent.

If the population of a country increased fourfold in 800 years, calculate the annual rate of increase supposed uniform throughout this period.

CONIC SECTIONS.

1. The tangents from any point to a conic subtend equal angles at the focus.

2. If a right cone be cut by a plane the curve of section is a conic of which the eccentricity $= \frac{\sec\alpha}{\sec\phi}$ where α = semiangle of cone and ϕ = angle which plane of section makes with the axis.

3. The tangent to an hyperbola cuts off a constant area from the asymptotes, and is bisected at the point of contact.

4. Find the condition that through four given points it may be possible to draw a conic similar and similarly placed to a given one.

5. A variable conic having a given focus (S) and given parameter touches a given right line, prove that the locus of the opposite extremity of the focal chord which passes through the point of contact is a conic having (S) for focus and the given line as directrix; show also that this conic is the envelope of the variable conic.

GEOMETRY AND TRIGONOMETRY.

1. The sum of the squares of two lines is equal to twice the square of half their sum together with twice the square of half their difference. Prove the proposition which establishes this.

2. If two right lines cut one another within a circle, the rectangles under their segments are equal.

3. Give an accurate definition of *ratio*.

Prove that if four right lines be proportionals the rectangle under the extremes is equal to the rectangle under the means.

Prove the principle of "alternando."

4. Define *similar* figures. Construct an isosceles triangle equal to a given square, and such that each of the equal sides of the triangle be double the third side.

5. Define a *radian*. Assuming the known value for the ratio of the circumference of a circle to its diameter; find the number of seconds in a radian.

Express an angle of 17° 34′ in radians, and an angle of ·0395 radians in degrees, minutes, and seconds.

6. Prove the formulæ—

$$\sin A - \sin B = 2 \sin \tfrac{1}{2}(A-B) \cos \tfrac{1}{2}(A+B)$$

$$\tan (A-B) = \frac{\tan A - \tan B}{1 + \tan A \tan B}.$$

7. Given the three angles of a triangle and one side; prove the formula by which you would find the other sides.

$$A = 63° 25' \quad B = 42° 9' \quad C = 74° 26' \quad a = 151{\cdot}7.$$

8. Given $a = 10{\cdot}37$ $b = 23{\cdot}02$ $C = 56° 34'$

Calculate the area and the other angles.

9. Sum the series—

1° $\tan x+\frac{1}{2}\tan\frac{x}{2}+\frac{1}{4}\tan\frac{x}{4}+$&c., to n terms.

2° $1+\frac{n}{1}\sin\theta+\frac{n.n-1}{1.2}\sin 2\theta+$&c., where n is an integer.

10. Prove that if m be an odd number—

$$\tan\frac{\pi}{m}\tan\frac{2\pi}{m}\ \ldots\ \tan\frac{1}{2}\frac{(m-1)\pi}{m}=\sqrt{m}.$$

11. Find the volume of a tetrahedron.

Show that if in a tetrahedron ABCD, AB is at right angles to CD, and AC to BD, then AD is at right angles to BC.

Also that in such a tetrahedron the sum of the squares of any pair of opposite edges is equal to the sum of the squares of any other pair.

12. The sum of the plane angles formed at any convex polyhedral angle is less than four right angles.

13. Prove that in a right angled spherical triangle $\sin a=\sin A\ \sin c$ $\cos c=\cot A\ \cot B$.

14. Two lines proceeding from a point make angles $\theta\ \theta'$ with the horizontal plane, and an angle ϕ with one another. Find the angle between their projections on the horizontal plane.

15. Given the latitude and longitude of two places, show how to calculate the direction of the great circle joining them.

16. Prove the expression for the area of a spherical triangle in terms of two sides and the included angle.

Ex. $a=34°\ 20'\quad b=48°\ 6'\quad C=50°\ 14'$. Radius of sphere = unity.

17. Given base of a spherical triangle and sum of sides, find the locus of the point where a perpendicular to one side at the extremity of the base meets the external bisector of the vertical angle.

Second Year Students.

Co-ordinate Geometry.

1. Describe fully what curves are represented by the following equations—

$$1°\ y=3\quad 2°\ x^2+y^2=3x\quad 3°\ y^2-3x^2=0.$$

2. Find the equation of a line passing through the point $x=3\ y=2$, and making an angle of 45° with the axis of x.

Find also the equations of the lines through the origin parallel and at right angles to the last line.

3. Taking the base of a triangle and the perpendicular from the vertex as axes, investigate the equations of the perpendiculars let fall from the base angles on the opposite sides and also of the lines joining their feet to the origin.

Hence show that these lines make equal angles with the base.

4. A system of lines are drawn from the origin across a conic; prove that the locus of the points cutting them harmonically is a right line.

5. Transform the equation $14x^2-4xy+11y^2=5$, so as to make the new axes the axes of the conic.

6. Investigate—

1° The polar equation of an ellipse the focus being the pole.

2° The polar equation of the chord joining two points θ_1 and θ_2.

7. Find the equation of the tangent to an ellipse.

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General Class Examination.

Shew that if ξ and η are the intercepts which a tangent cuts off on the axes—

$$\frac{a^2}{\xi^2}+\frac{b^2}{\eta^2}=1.$$

8. Investigate the reciprocal of a circle from any origin.

A system of conics having the same focus and latus rectum touch a given right line; find their envelope.

9. If through a given point on a conic any two lines at right angles be drawn to meet the curve, the line joining their extremities will pass through a fixed point on the normal.

10. Find the equation of the evolute of a conic.

11. Shew that by a suitable choice of the triangle of reference the equations of two given conics may be thrown into the forms—

$$A\alpha^2+B\beta^2+C\gamma^2=0 \qquad A'\alpha^2+B'\beta^2+C'\gamma^2=0.$$

If an equation of the last form represent a parabola; find the co-ordinates of its focus, and the equation of its directrix.

12. Find the equation of the envelope of all the chords of curvature of an ellipse.

DIFFERENTIAL AND INTEGRAL CALCULUS.

1. Examine the signification of $\frac{dy}{dx}$ when y is the ordinate and x the abscissa of a curve.

Find the inclination of the curve $y=2x-\frac{x^3}{a^2}$ at the point $x=a$ $y=a$, and find at what point the tangent is parallel to the axis of x.

2. Differentiate—

$$(2x-1)^5 \qquad (3x+5)\sin 2x \qquad \frac{x^2+3}{\sqrt{x^2+1}}.$$

3. Find when—

$$\frac{1+x}{\sqrt{1+3x^2}}$$

is a maximum or minimum.

4. Express in terms of the vertical angle the ratio of radius of the inscribed to that of the circumscribed circle of an isosceles triangle.

Hence find when the two radii are most nearly equal.

5. Determine the limiting value of $\frac{x\log(1+x)}{1-\cos x}$ when $x=0$.

6. Examine what curves are represented by the equations—

$$y=\sin x+\tfrac{1}{2}\sin 2x+\tfrac{1}{3}\sin 3x+\&c.$$
$$y=\sin x+\tfrac{1}{3}\sin 3x+\&c.$$

7. Apply the integral calculus to find—

1° The volume of a sphere.

2° The area of the portion of the curve—

$$y=2x-\frac{x}{a^2}$$

cut off by the axis of x.

8. Required—

$$\int \sin\frac{x}{3}dx \qquad \int \frac{xdx}{\sqrt{x^2-2}}.$$

9. Required—

$$\int \frac{x^3dx}{(a^2+x^2)^{\frac{5}{2}}} \qquad \int \frac{dx}{(1-x)^2(1+x^2)}.$$

10. Prove that $s - t = \int p d\omega + \text{const.}$

Hence show that if P and Q are two points whose eccentric angles satisfy the relation $\tan\phi \tan\phi' = \frac{b}{a}$ then the difference of the arcs AP and BQ is rectifiable.

Show that the envelope of the line PQ is the hyperbola

$$\frac{x^2}{a^3} - \frac{y^2}{b^3} = \frac{1}{a-b}.$$

11. Prove the expression for the radius of curvature 1° in x and y, 2° in u and θ co-ordinates.

Apply to the rectangular hyperbola and the cardioid.

12. Trace the curve

$$y = a\sqrt{\frac{a-x}{x}}$$

and determine its point of inflexion.

13. Determine

$$\int_0^{\pi} \left(\frac{1}{x} - 2\cot 2x\right) dx.$$

NATURAL PHILOSOPHY.—*Examiner, Professor Everett.*

SECOND YEAR ARTS, AND FIRST YEAR ENGINEERING STUDENTS.

EXPERIMENTAL PHYSICS.

[No credit will be given for numerical answers unaccompanied by work. The books must not be mutilated.]

1. Describe the behaviour of water and mercury in fine glass tubes. Write down the quantitative law connecting capillary depression with surface-tension and angle of contact, in a straight tube the form of whose section is unrestricted.

2. A number of metallic balls are insulated and placed in a row, with spaces of air between. A positive charge is given to the first ball of the row. Describe the distribution of electricity on the other balls, supposing that no discharge takes place between any of the balls.

3. Why is it that in the condensing gold-leaf electroscope, the leaves open out wider as the condensing plate is lifted off?

4. An insulated metal can receives a charge of electricity. Compare the conditions of its inner and outer surfaces (1) as regards distribution of electricity; (2) as regards potential. If a metal ball connected with the earth is lowered into the interior without touching the can, what changes are produced (1) in the distribution; (2) in the potential?

5. Two copper wires are attached to the binding screws of a delicate galvanometer, and are joined at their other ends by an iron wire. Describe what happens when one of the junctions of iron and copper is very gradually raised from the temperature of the air up to a red heat.

6. In what position should a galvanometer be placed before sending a current through it? Under what restrictions is the deflection approximately proportional to the current?

7. Define *the* magnetic meridian and *a* magnetic meridian. If a magnetized needle, free to turn round a definite horizontal axis through its centre of gravity, places itself vertically, what is the position of this horizontal axis. Compare the number of vibrations per minute made by

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General Class Examination.

the needle in this position with the number which the same needle would make if vibrating in a horizontal plane.

8. How would you operate to convert a common sewing needle into a permanent magnet, by means of a given bar magnet? How can you predict which end of the needle will be the north pole? How would you operate to make both ends of the needle north poles and the middle a south pole? What name is given to the middle in this case?

9. A wire is stretched to double its original length. What is the change in its total resistance, the quality of its material being supposed unaltered, and its section being supposed uniform? If two wires ABD, ACD are joined at A and D, what is the resistance between A and D, the resistance of ABD being r_1 and the resistance of ACD being r_2?

10. What are the wave lengths of the fundamental note and first two overtones of a stopped pipe; and what are the musical names of the intervals between the fundamental and the other two?

11. Describe the simplest mode of computing the velocity of sound in wood from observation of the note emitted by a wooden rod.

12. If the velocity of light in air is $3+10^{10}$ centimetres per second, and the wave-frequency for light of the refrangibility of the F line is $6{\cdot}18+10^{14}$ per second, compute the wave-length of this light in air; also in glass of index 1·6.

13. Reduce the following from the centigrade to the Fahrenheit scale:—Temperature 45°. Range 25°. Latent heat of water 79·25. Coefficient of expansion of air ·00366.

14. A gramme of lead at atmospheric temperature requires 15·6 gramme degrees of heat to melt it. Find the velocity with which a leaden bullet must strike a target that it may just be melted by the collision, supposing all the mechanical energy of the motion to be converted into heat, and to be taken up by the bullet. [The equivalent of a gramme degree is 42 million ergs.]

Second Year Arts and Engineering Students.

MATHEMATICAL PHYSICS.

[No credit will be given for numerical answers unaccompanied by work. The books must not be mutilated.]

1. Assuming the parallelogram of forces, prove the triangle of forces.

2. A uniform rod 10 feet long balances about a point 3 feet from one end, when a weight of 20 lbs. is hung from this end. Find the weight of the rod.

3. A stone is thrown upwards with a velocity which would carry it to a height of 100 feet. How long does it take to ascend the first 50 feet?

4. Prove that the effect of a couple is not altered by moving it parallel to itself in any manner.

5. Define uniform acceleration for a body moving in a straight line; and show that if the velocity of the body be represented by a line, the whole space described will be represented by an area.

6. State the three laws of motion.

7. Prove that the work required to communicate velocity v to a body of mass m is $\frac{1}{2}mv^2$; stating distinctly what unit of work you employ.

8. A piece of platinum weighs 42 grammes in air, and 15 grammes in mercury of *sp. gr.* 13·6. Find the *sp. gr.* of the platinum.

9. Water in freezing expands in the ratio of 1 to 1·087. Find the maximum load which a solid iceberg of 1,000 tons can sustain in fresh water.

10. A plate is supported at three points, A, B, C, and its centre of

gravity is G. The line AG produced meets BC in D. The ratio $\frac{AG}{GD}$ is given$=m$, and the ratio $\frac{BD}{DC}=n$. What parts of the whole weight are supported at A, B, C respectively?

11. Define the index of refraction for light passing from one medium into another. If the index from air to glass be 1·6, and the index from air to water 1·336, find the index from water to glass. If the focal length of a lens of this glass be 1 inch in air, what will it be in water?

HONOR QUESTIONS.

12. Prove that the minimum deviation produced by a prism of small angle A is $(\mu-1)$ A.

13. A pendulum of length l, consisting of a thread with a leaden ball at the end, revolves conically at the rate of n revolutions per second. Find the inclination of the thread to the vertical.

14. A projectile is to pass through two given points. Show how the direction and velocity of projection are to be computed.

15. Prove that, if two projectiles strike together in the air, the motion of their common centre of gravity is unaltered by the collision.

16. A trough formed of two boards at right angles to each other, is symmetrically placed at an inclination α to the horizontal; and a cylinder, laid in it, is on the point of sliding. Find the coefficient of friction.

17. Three strings stretched with constant forces P, Q, R, are knotted together, and are in equilibrium. The circumstances are such that, if the knot is moved in any direction, each string still passes through a fixed point. If the lengths from the knot to the fixed points are p, q, r, compute the work done in a small displacement x of the knot perpendicular to the plane of the strings. Show that the result is consistent with the principle of virtual velocities.

18. A rigid body turns uniformly on a horizontal axis. Show that the resultant of gravity and centrifugal force on any particle of the body passes through a fixed point; and that all these points lie in one horizontal line.

19. A convex lens of 12 inches focal length is at the distance of 10 inches from a small object on its axis; and the observer's eye is at a distance of 10 inches on the other side of the lens. Compare the angular diameter of the image as thus seen, with the angular diameter of the object as seen from the same position when the lens is removed.

20. A tube open at one end and closed at the other has the form of a V. The two branches are equal, and the bore is uniform. Mercury is poured in at the open end in quantity equal to half the content of one branch. Water is then poured in till the open branch is full. Compare the lengths finally occupied by the air, the mercury, and the water; the vertical height of each branch being double the height of the barometer, and the specific gravity of mercury being 13·6.

[Honor Candidates may also answer questions 3, 4, 5, 6, 7 of the Pass paper.]

Third Year Arts Students.

MATHEMATICAL PHYSICS.

1. Write down the formulae:

(1) For the x-component of the velocity of the point $x\,y\,z$ of a rigid body, the 6 components of motion of the body being given;—

(2) For the moment, in plane $y\,z$, of a set of forces about the point $x\,y\,z$, the 6 components of the resultant force and couple being given;—

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General Class Examination.

(3) For the moment of momentum of a system of bodies round a given line parallel to the axis of x; the mass of the system, the motion of the centre of the mass, and the moments of momentum round the axis of co-ordinates being given.

2. (1) A force P acts along a line AB. Find an expression for its moment round another line CD.

(2) A rigid body rotates with angular velocity P round a line AB. Find an expression for the component velocity of the point C along the straight line CD.

(3) Show that the expressions obtained in (1) and (2) denote 6 times the volume of a certain tetrahedron.

3. A uniform rectangular plank rests with one end against a wall and the other against a floor, its sides being in vertical planes. Supposing both wall and floor to be inclined planes, the wall sloping backwards, and the floor sloping away from the wall, find the greatest inclination the plank can have without slipping, the coefficients of friction against the wall and floor being given.

4. Show that the attraction of a uniform straight line upon a given external point, is the same as that of a certain arc of the same linear density. Hence determine the form of the lines of force for a uniform straight line.

5. Prove that $\frac{dX}{dx}+\frac{dY}{dy}+\frac{dZ}{dz}=-4\pi\rho$.

6. Investigate the component acceleration of a particle along and perpendicular to the radius vector drawn to it from a fixed origin; the polar co-ordinates of the particle being given as functions of the time.

7. Prove that, if a particle is moving about a centre of force, the attraction being any function of the distance, the effect of increasing this force by an amount proportional to the inverse cube of the distance will be to make the old orbit revolve with uniform velocity.

8. Prove that, when the index of refraction in a medium is a continuous function of distance from a fixed plane at which it is a maximum, rays of small inclination in the neighbourhood of this plane will be curves of sines, and that all such rays traversing one point, and lying in the same normal plane will meet again approximately in another point.

9. When a plane triangle is immersed in a uniform liquid, prove that the distance of the centre of the pressure from any side is

$$\frac{N}{a}\quad\frac{H_2+H_3}{H_1+H_2+H_3}$$

N denoting the area, a the side in question, H_1 H_2 H_3 the depths of the middle points of the sides.

10. Show that the condition of stability of a uniform right circular cone floating base-upwards, is reducible to the condition of stability of a hyperboloid of revolution resting on a horizontal plane.

11. Show that a small pencil which has undergone reflection or refraction will have two focal lines.

Third Year Engineering Students.

NATURAL PHILOSOPHY APPLIED.

1. Prove Guldinus' theorem for the volume of a solid of revolution.

2. Prove that the work done in drawing a heavy body up a rough inclined plane is equal to the work done in drawing it along the base of the plane (with the same coefficient of friction) *plus* the work done in lifting it through the height of the plane.

Appendix, No. 11.

General Class Examination.

3. Investigate the pull in a tie beam due to the weight of a uniform isosceles roof.

4. A heavy body is placed on an inclined plane whose inclination is greater than the angle of friction. Find the direction and magnitude of the smallest force that will support the body.

5. A uniform beam is fixed at one end, and a weight is hung at the other, the beam being approximately horizontal. Find the curvature of the beam at any point.

6. Two pieces turning on fixed axes parallel to one another, work together with sliding contact. Investigate the angular velocity-ratio, and the velocity of sliding.

7. Describe Peaucellier's parallel motion; and prove that the motion obtained is rigorously straight.

8. Investigate the velocity-ratio of two shafts connected by a Hooke's joint.

9. Given that the ratio of the two specific heats of air is 1·41, investigate the rise of temperature produced by a small compression when no heat enters or escapes.

10. State, in its most general form, the law for the forms of teeth when the pitch curves are given, the motion being in one plane.

11. If a train weighs 80 tons, and the friction is 7 lbs. per ton, find the work expended in drawing it for 4 miles up an incline of 1 in 200, with uniform velocity; and determine the horse-power of an engine that will do this in 10 minutes.

12. An embankment of brickwork has a section whose form is a right angled triangle ABC. The base BC is 6 ft. long, the height AB is 14 ft. Will the embankment be overthrown when the water reaches to the top, if AB is the face which receives the pressure?

CHEMISTRY.—*Examiner, Dr. Andrews.*

1. Calculate the volume of dry gas under a pressure of 760 mill. in 100 cubic centimetres of air saturated with moisture at 10°C. (Tension of aqueous vapour at 10°=9 mill.)

2. In the last case calculate the weight of the aqueous vapour present (1 litre of hydrogen = ·0896 grm.)

3. How would you determine experimentally the relation between the specific heat of a gas at a constant pressure and its specific heat at a constant volume?

4. Give a general account of the complete spectra of sodium and lithium.

5. What is the relation between the volume of a gas and its molecular formula? Mention any exceptions to this relation, and state how they are explained.

6. How would you decompose by electrolysis the following bodies—water, hydrochloric acid, iodide of potassium?

7. How is iodine prepared from kelp, and what are its characteristic properties?

8. How would you separate the ferric oxide from alumina in a mineral analysis?

9. Give an account of the three modifications of phosphoric acid and of their chief properties.

10. Describe the blow-pipe tests for cobalt, manganese and copper.

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General Class Examination.

11. Give an account of the chief ores of iron, and of the ordinary method of preparing cast-iron.

12. What is the composition of steel, and how is it prepared, (*a*) from bar iron, (*b*) from cast-iron?

13. Describe the method of taking the density of a vapour.

14. Give a general account of the alcohols belonging to the same series as ordinary alcohol.

15. What is the composition of the acids derived by oxidation from the alcohols of the same series, and how are they prepared from their respective alcohols?

16. Describe the chief members of the paraffine series and their relations to the alcohols.

17. Give an account of the induction of electrical currents, and of the principle on which magneto-electrical machines are constructed.

18. What are the distinctive properties of a diamagnetic body?

Civil Engineering.—*Examiner, Professor Fuller.*

First Year Students.

Geometrical Drawing.

1. Explain what is meant in Descriptive Geometry by the "projections of a point," "projections of a line," "projecting plane of a line," "traces of a line," and "traces of a plane."

2. Given the projections of a definite line that is not parallel to either plane of projection, determine its length and the angle it makes with each of the planes of projection.

3. A plane, not at right angles to either plane of projection, is given by its traces, and a line by its projections, determine the projections of the point in which the line cuts the plane.

4. The horizontal trace of a plane makes an angle of 45° with the axis. The plane is inclined at 30° to the horizontal plane of projection, determine the vertical trace.

5. A line makes an angle of 45° with the horizontal and 30° with the vertical plane of projection, construct its projection.

6. A plane is given by its traces, and a line by its projections, find the angle between the line and the plane.

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7. Given the projections of two lines that meet in a point, determine the angle between them.

8. Given the traces of two planes that intersect, determine the projections of their line of intersection, also the angle the planes make with each other.

9. Given the traces of a plane, find the angle the plane makes with the vertical plane of projection.

10. A plane is inclined at 45° to the horizontal plane of projection, draw the projection of a line inclined at 30° lying in that plane, and through it draw a plane, making an angle of 60° with the horizontal plane of projection.

11. A square of 1″ side lies upon a plane inclined at 45°, one of the sides of the square is inclined at 30° to the horizontal plane, draw its projections.

12. A regular pyramid, with a hexagonal base of 1″ side, and a height of $2\frac{1}{2}$″, is cut by a plane, making an angle of 30° with the horizontal plane of projection, draw the projections of the surface of intersection, and find its real size.

Second Year Students.

Surveying, Levelling, Mensuration, &c.

1. Describe the method of keeping a field-book for a chain survey, giving complete information as to the details of one line, its connexion with other lines, offsets, &c.

2. What is the reason for reducing the measurements of line on sloping ground to their horizontal value, and how is this practically done in the field?

3. Describe the methods used for setting out long offsets perpendicular to the line being measured.

4. Prove the expression for the length of a split line and of a tie line in terms of the sides measured and of the segments into which a line or lines may have been divided.

5. In a chain survey, explain how the measurement of a line may be continued across a river; also the method when an instrument for measuring angles is employed.

6. Explain the precautions necessary to be taken to ensure accuracy in the measurement of a base line for a large trigonometrical survey; and describe the apparatus employed by Colonel Colby in measuring the Irish base.

7. The following are three sets of readings taken upon the level staff, when held at stations 100 feet apart:—

First, 4·57, 3·72, 4·78, 5·23.
Second, 8·24, 6·73, 5·72, 3·21, 0·18.
Third, 7·18, 6·09, 4·99, 3·01, 2·04.

Fill up a field-book with the above and reduce them to datum 100 feet below the level of the point upon which the staff is first held; also give the necessary checks to show that the field-book is made up correctly.

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8. Demonstrate the prismoidal formula.

9. Calculate in cubic yards the contents of a cutting 30 feet wide at the base; 100 feet long, slopes of sides $1\frac{1}{2}$ to 1; end heights 20 feet and 25 feet, by the prismoidal formula, method of mean heights and method of mean areas.

10. The numbers in Bidder's tables for heights of 16 and 20 feet, are Red 44, Black 795; show how these are obtained.

11. Describe the method of setting out a circular curve to join two straight lines by means of chords and offsets.

12. Explain how to set out in the field by the use of the level, the half breadths of land required for a railway cutting through sidelong ground.

13. Explain the terms "coursing spiral," "heading spiral," "face line," and show the position of them upon the plan of the soffit of a skew arch, and upon the development of the soffit.

14. Show how to calculate the axial length of the intradosal spiral, and explain why the angle of that spiral with the axis of the bridge usually requires adjustment.

15. When a stone has to be worked as a voussoir for a skew arch, describe the operations for forming one of the required surfaces.

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General Class Examination.

Second and Third Year Students.

OFFICE AND FIELD WORK.

1. Adjustments of the Y Theodolite :

(*a*) For the prevention of "parallax."

(*b*) For placing the line of collimation in or parallel to the axis of the telescope.

(*c*) For placing the bubble of the spirit level attached to the telescope in the middle of its run when the line of collimation is level.

(*d*) For the spirit levels attached to the circular plates.

(*e*) For the index of the vertical arc.

Explain how to test and to make, if required, the above adjustments.

2. Adjustments of the Transit-Theodolite :

(*a*) The vertical axis must be truly vertical.

(*b*) The horizontal axis must be truly level.

(*c*) The line of collimation must be at right angles to the horizontal axis.

(*d*) The bubble-tube must be parallel to the line of collimation when angles of altitude require to be taken.

Explain how to test and to make, if required, the above adjustments for the above conditions.

3. Prove that in a Gravatt's level there is no exact place in the image field to which it is necessary that the horizontal wire of the diaphragm be brought. You may assume that the sum of the reciprocals of the distance of the conjugate foci from the field glass are equal to the reciprocal of its focal length.

4. Explain how you test in the field a Gravatt's level to ascertain whether it gives level sights when the bubble of the spirit level is in the middle of its run; and how you adjust the instrument if found not to be correct.

5. How do you adjust a level so that it may "traverse"?

6. Explain the construction of the sextant. Its principle and the adjustments it requires.

7. Explain the Prismatic compass, and show how it is used in surveying.

Third Year Students.

CIVIL AND MECHANICAL ENGINEERING.

1. Describe the method of preparing Ransome's Patent Stone—for what kind of work is it more especially adapted?

2. Explain the difference between pure clay, marl, and loam. What are the qualities required in clay for making fire bricks and common bricks?

3. Describe and sketch Hoffman and Licht's annular kilns, and give the reasons for the great economy of fuel in using them.

4. What are the essential differences in composition of Pure, Rich or Fat lime, Poor lime, and Hydraulic lime?

5. What is Portland cement? how is it manufactured? and what tests should be made of its quality before using it?

6. Sketch a King and Queen Truss, and give the names of their different parts.

7. Design a rectangular beam of Memel to span an opening of 315 feet. The beam is to support a uniform load of 1 cwt. per foot, together with a weight of 10 cwt. at six feet from one end. The depth of the beam to be twice its breadth.

8. A beam of 9 inches square and 15 feet long has 3 feet of one end built into a wall. It slopes upwards, and makes an angle of 30° with the wall. It is loaded with 1 ton at its free end. Determine the stresses on the upper and lower surfaces of the beam at 10 feet from the free end.

9. Two similar rectangular beams, the dimensions of one being (n) times those of the other, are supported at their ends. When their load is their own weight, find the ratio of their stress intensities at similarly situated parts.

10. Also in the above find the ratio of their deflections at the centre.

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11. A Bridge Truss consists of six squares, and six diagonals sloping down from the centre towards the points of support. The sides of each square are 8 feet. It is supported on the ends of the lower horizontal member, and loaded at each of the lower joints as follows :—3, 3, 6, 6, 6. Find the stresses on the different members of the truss.

12. Describe some methods of stiffening the horizontal platform of Suspension Bridges.

13. Describe the method of excavating for and building the side lengths of a tunnel when it is through soft ground; also the methods used for supporting the lining of the vertical shaft during the construction of the tunnel.

14. Determine the thickness of a cast-iron pipe 3 feet in diameter, to withstand a pressure of a head of 200 feet of water, taking 15,600 lbs. per square inch as the tensile strength of cast-iron, 62·4 lbs. as the weight of a cubic foot of water, and a coefficient of safety of 6.

15. Determine the diameter of a pipe 52,906 feet long, that is to deliver 135 cubic feet of water *per minute*, with a loss of head of 185 feet. The approximate formula of M. Prony may be used.

16. When water, for the supply of a town, has to be impounded in an artificial reservoir, describe the works that have to be constructed.

17. Explain the method of preparing the land for Bed-work and Catch-work Irrigation.

18. Describe the "modules" that have been used for measuring the quantity of water delivered from a channel for the purposes of irrigation.

19. Describe the nature and use of a Specification for an Engineering work, and give some of the general conditions usually attached to it.

NATURAL PHILOSOPHY.—*Examiner, Professor Everett.*

EXPERIMENTAL PHYSICS.

1. A uniform bar supported at both ends is 36 inches long and weighs 3 lbs. At what point of its length must a weight of 5 lbs. be attached that the pressures on the supports at the two ends may be as 2 to 1?

2. The base of an inclined plane is 4 ft. and the height 3 ft. What force acting parallel to the plane will sustain a weight of 112 lbs. resting on the plane without friction?

3. A body weighing 10 lbs. is drawn aside until the string which supports it is inclined at 45° to the vertical. The string which draws it aside is horizontal. Find the forces with which the two strings are stretched.

4. A stone is thrown vertically upwards with a velocity of 100 feet per second. How high will it ascend; and what will be its velocity two seconds after the commencement of the ascent?

Appendix, No. 11.

General Class Examination.

5. Find the specific gravity of a liquid in which a pound ball of copper loses 1½ ounces of its weight, the specific gravity of copper being 8·9.

6. The specific heat of copper being ·095, and the heat of liquefaction of ice being 79; how much ice at 0° will be melted by an ounce ball of copper at 100°?

7. A magnetized needle exactly balanced at its centre of gravity is carried from the north magnetic pole along a magnetic meridian to the south magnetic pole. Describe the directions in which it will point at different parts of its journey.

8. Describe the electrophorus, and explain its action.

9. Give a description and simple sketch of some one form of air-pump.

10. An object is moved away from a position close in front of a concave spherical mirror to a very great distance in front. Describe the movements of its image, stating when the image is erect, when inverted, when larger, and when smaller than the object.

11. Taking the velocity of sound in air as 1100 feet per second, what will be the wave-length, in air, of a note of 275 vibrations per second, and what will be the wave-length of a note which is an octave higher than this?

12. What is Ampère's rule for remembering the direction in which a needle is deflected by a current?

Natural History.—*Examiner, Dr. Cunningham.*

BOTANY.

[Senior Students omit questions 2 and 10, Junior Students omit questions 9 and 12.]

1. Describe the structure of the stem of the various groups of vascular Cryptogamia.

2. Give a brief account of the epidermis and its appendages.

3. Explain what is meant by the terms epiphytes and parasites, and give illustrations of epiphytic and parasitic plants.

4. What are cladodes? Give examples.

5. Briefly describe the principal forms of subterraneous stems and branches.

6. Mention the groups into which climbing plants are divided by Darwin, and give examples of each group.

7. Give the names and characters of the principal forms of capsular fruits, as given in the lectures.

8. State the names and characters of the subdivisions of Rosaceae, and give examples of plants belonging to each group.

9. By what characters may Epacridaceae, Monotropaceae, Pyrolaceae, and Vacciniaceae be distinguished from Ericaceae?

10. State the characters of the Euphorbiaceae. Give the names of some of the more important genera, and mention anything you know with regard to their peculiarities.

11. To what orders do the following genera of plants belong:—Agrimonia, Ajuga, Allium, Alnus, Asperula, Betula, Brassica, Calluna, Cerastium, Crocus, Daucus, Epilobium, Galanthus, Hedera, Jasione, Lathraea, Medicago, Mentha, Pedicularis, Pyrus, Rumex, Silene, Verbascum, Vicia? Give the English names of the genera, when they possess any.

12. State what you know regarding the characters and classification of the Coniferae. In what respects do Coniferae differ from Gnetaceae and Cycadaceae?

CHEMISTRY.—*Examiner, Dr. Andrews.*

PRACTICAL CHEMISTY.

1. What are the blow-pipe tests for cobalt, copper, manganese, and lead?

2. Give an account of the chief *reducing* agents, and describe their application to the reduction of the ferric and mercuric salts, and of the chromates, to a lower state of oxidation, or to the metallic state.

3. Describe the method of analysing bone earth.

4. Give an account of the absorption bands of blood and bile.

5. Describe the method of separating meconic acid from opium, and mention its tests.

6. What are the tests for glucose?

7. How would you determine the amount of urea in urine?

8. How would you recognise and distinguish from one another, uric acid, urate of soda, and urate of ammonia?

9. How would you discover the presence of nitrates and of nitrites in well water?

MIDWIFERY AND DISEASES OF WOMEN AND CHILDREN.—*Examiner, Robert Foster Dill,* M.D.

1. Describe the curve, and the circle of Carus.

2. What is the rule by which the power is economised in extracting the fœtus through the pelvis?

3. By what means may the character and measurements of the pelvis be ascertained in parturition?

4. Describe the operation for induction of premature labour. State the circumstances in which it may be required, and the period suited to the operation.

5. What are the rules by which we may calculate the term of gestation?

6. What are the derivations of the terms "maternal dystocia" and "fœtal dystocia"? How are these terms used.

7. When a hand and foot present together, how may they be distinguished? What is the interference that is indicated? When is this interference necessary?

8. Wherein is the life of a child more endangered in breech than in cephalic presentations? How may this danger be lessened?

9. What is understood by (1) Obstructed flow of the menses; and (2) Interrupted flow of the menses?

MEDICAL JURISPRUDENCE.—*Examiner, Professor Hodges,* M.D., F.C.S.

1. What is the earliest period of uterine life at which a child may be born alive, and capable of living to manhood?

2. What are the symptoms produced by a poisonous dose of Extract of Belladonna?

3. State the smallest dose in which the following poisons have produced death, Tartar Emetic, Strychnine, Cantharidis, Phosphorus.

4. What is the treatment required in a case of poisoning by Phosphorus?

5. Describe the method of applying Dialysis for the separation of Oxalic Acid from the contents of the stomach, and the processes required for the identification of that poison when mixed with Tartaric Acid.

6. Describe the method of obtaining Haemin Crystals from Blood Stains.

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For Her Majesty's Stationery Office.

THE REPORT

OF THE

PRESIDENT

OF

QUEEN'S COLLEGE, CORK,

FOR

THE ACADEMIC SESSION 1875-6;

WITH APPENDICES.

Presented to both Houses of Parliament by Command of Her Majesty.

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THE REPORT

OF THE

PRESIDENT OF QUEEN'S COLLEGE, CORK,

FOR

THE ACADEMIC SESSION 1875-6.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY—

In compliance with a provision of the Act of Parliament founding the Queen's Colleges (8 and 9 Vict., c. 66, s. 20), and in accordance with the College Statutes, I have the honour of submitting to Your Majesty the following Report of the Proceedings and of the Condition of Queen's College, Cork, for the Academic Session 1875-76.

Since my last Report several changes have taken place in the College. Your Majesty not having been pleased to appoint a successor to the late Dr. Ryall, Vice-President, that office is now in abeyance, as contemplated by the existing statutes. Mr. E. Vaughan Boulger, M.A., who has succeeded Dr. Ryall as Professor of Greek, was able to enter upon his duties at once, and accordingly assisted at the Matriculation and Scholarship examinations. J. H. Corbett, M.D., Professor of Anatomy and Physiology, having resigned early last Autumn on account of bad health, his successor, J. J. Charles, M.A., M.D., was appointed in sufficient time to enable him to enter upon his duties at the opening of the Session, so that no interruption took place in the work of that important chair. By the resignation of Dr. Corbett the College has lost a zealous and conscientious professor, who contributed much to the success of its Medical School. In my last Report I notified the illness of Dr. Purcell O'Leary, Professor of Materia Medica, and the appointment of Matthias O'Keeffe, M.A., M.D., as his substitute. Dr. O'Leary's health not having improved in the course of the summer, he resigned. The appointment of Dr. O'Keeffe to the vacant chair by your Majesty, and his appointment by the Council to lecture on the medical part of Medical Jurisprudence, an office which he also held in the Session of 1874–75, greatly facilitated the work of the Medical Faculty; for as Dr. O'Leary's substitute he had acquired experience, and had got his department into working order before he became professor. Dr. O'Keeffe having held the Librarianship of the College for many years, his appointment as Professor of Materia Medica caused another vacancy. Some delay necessarily took place in selecting a new Librarian; the gentleman appointed, Richard Caulfield, LL.D., was, however, able to enter upon his duties early in the Second Term.

In connexion with the retirement of Dr. Corbett and Dr. O'Leary, we have to thank your Majesty's Government for the

important and just concession made in regard to those Professors of the Queen's Colleges who are entitled under existing regulations to pensions, of having their class fees included as part of their salary in calculating the pensions to which they might become entitled, as is the case in the Scottish Universities. I trust that, as in the latter institutions, the right to pensions will also be extended to all the Professors of the Queen's Colleges alike. Such a regulation would greatly promote the efficiency of the Colleges, and consequently deserves, on public grounds, the favourable consideration of your Majesty's Government.

1. Matriculation Examination, Total Number of Students, and their Classification according to Academic Standing and Faculties.

The General Matriculation or Examination for Entrance, was held on Tuesday, the 19th of October, and following days; and a Supplementary Examination on the 16th of November. The subjects of examination prescribed by the Council of the College, and printed in the College Calendar, will be found in Appendix A, No. I., p. 21, annexed to this Report. Of the Candidates who presented themselves for examination, 76 passed. There also entered for the first time 15 Non-Matriculated Students, making the total number of new Students 91.

The following table gives the number of these new Students who joined each Faculty:—

	Matriculated.	Non-Matriculated.	Total.
Faculty of Arts,	19	2	21
„ Law,	–	1	1
„ Medicine,	46	11	57
School of Engineering,	12	1	13
Gross Total,	77	15	92
From which are to be deducted number of Students attending Lectures in two Faculties.	1	–	1
True Total,	76	15	91

The total number of Matriculated Students in the College in the Session of 1875–76, was 226, and of Non-Matriculated 24, or together 250.

The following table shows the distribution among the several Faculties of all the Students attending the College during the Session 1875–76:—

	Matriculated Students.	Non-Matriculated.	Total.
Faculty of Arts,	51	2	53
„ Law,	2	1	3
„ Medicine,	156	20	176
School of Engineering,	26	1	27
Total,	235	24	259
Deduct number of Students attending Lectures in two Faculties.	9	–	9
True Total,	226	24	250

In the following table the Matriculated Students attending the College in the Session of 1875–76 are classified according to Faculties and Academic Standing :—

	Number of Students attending the courses of the				
	First Year.	Second Year.	Third Year.	Fourth Year.	Total.
Faculty of Arts, . .	26	8	10	7	51
„ Law, . .	–	1	1	–	2
„ Medicine, .	58	30	40	28	156
School of Engineering, .	13	10	3	–	26
Gross Total, . .	97	49	54	35	235
From which must be deducted the Number of Students attending Lectures of another Year also,	2	1	5	1	9
True Total, .	95	48	49	34	226

2. Comparison of the Number of Students attending the College during the past Session with the Number in each of the preceding five Sessions respectively.

During the last six years the total number of Students attending the College has been remarkably constant. Even the fluctuations which take place in the number of Students of each year's Academic Standing, and in the number who adopt the several professions, with the exception of that of Law, have practically compensated each other within the period in question. The following table shows the number in each of those years classified according to Academic Standing :—

	Session of					
	1870–71.	1871–72.	1872–73.	1873–74.	1874–75.	1875–76.
Matriculated Students—						
Of the First Year, .	89	90	106	77	79	95
„ Second „ .	57	47	61	68	60	48
„ Third „ .	39	52	36	52	58	49
„ Fourth „ .	35	27	26	31	30	34
Attending Special Courses,	5	14	3	–	–	–
Total, . . .	225	230	232	228	227	226
Non-Matriculated Students,	25	23	20	22	23	24
Total Number of Students,	250	253	252	250	250	250

In the following table the Students attending during the same years are classified according to Faculties :—

	Total Number of Students in the Session					
	1870–71.	1871–72.	1872–73.	1873–74.	1874–75.	1875–76.
Faculty of Arts, . .	50	56	49	64	58	53
„ Law, . .	11	12	12	7	7	3
„ Medicine, .	167	173	174	170	174	176
School of Engineering, .	30	25	22	19	23	27
Gross Total, . .	258	266	257	260	262	259
Deduct Number of Students attending Lectures in two Faculties, . . .	8	13	5	10	12	9
True Total, . .	250	253	252	250	250	250

The decrease in the number of Law Students is undoubtedly chiefly due to the regulations of the Benchers of the King's Inns which practically ignore the Law Schools of the Queen's Colleges,* and to those of the Incorporated Society which entirely ignore them.

3. Localities from whence Students come.

Queen's College, Cork, was established to provide university education chiefly for the province of Munster; the majority of its Students ought, therefore, to be drawn from that province; and this is the case, for in the Session of 1874–75, 93·8 per cent. of all the Matriculated Students came from different parts of Munster, and in the Session of 1875–76, 85·8 per cent. If the different counties of Munster contributed Students in proportion to their population, about 37 per cent. of the Munster Students attending ought to be from the county and city of Cork, whereas 76·5 per cent. of the Munster Students in the Session of 1874–75, and 75·2 in the Session of 1875–76, were from the county and city of Cork. The natural inference to be drawn from these facts is that the advantages of the College are most availed of where it is best known and most accessible, and that as it becomes better known and understood in the adjoining counties, a larger number of Students may be expected from them.

4. Ages of Students.

Of the new Students 88·1 per cent. were 17 years of age and upwards, and 11·9 per cent. under 17 years of age. Of all the Matriculated Students of the College for the Session 1875–76, only 6·2 per cent. were under 17 years of age, while 45·1 per cent. were 20 years of age and upwards.

5. Religious Denominations of Students.

In the following table the new Students who entered in the Session 1875–76, are classified according to the religious denomination to which they belong:—

	Matriculated Students.	Non-Matriculated Students.	Total.
Roman Catholics, . .	37	9	46
Church of Ireland, . .	32	5	37
Presbyterians, . . .	2	–	2
Other Denominations, . .	5	1	6
	76	15	91

The following table shows the total number of Students attending the College in the last Session, classified according to religious denominations and Academic Standing:—

	First Year.	Second Year.	Third Year.	Fourth Year.	Non-Matriculated.	Total.
Roman Catholics, . .	45	20	32	20	14	131
Church of Ireland, . .	41	24	17	10	9	101
Presbyterians, . .	3	1	–	3	–	7
Other Denominations, .	6	3	–	1	1	11
Total, . .	95	48	49	34	24	250

* Since the above was written the Benchers have, in last Trinity Term, modified their rule. See the new rule in Appendix A, No. III. p., 39.

Roman Catholics formed, therefore, 52·4 per cent. of all the Students attending the College in the last Session. The following table, in which the Students are classified according to Faculties, shows that the various religious denominations of the district are represented among the Students of the several departments of the College :—

Faculty.	Roman Catholics.			Church of Ireland.			Presbyterians.	Other Denominations.			Total.		Gross Total.
	Matr.	Non-Matr.	Total.	Matr.	Non-Matr.	Total.	Matr.	Matr.	Non-Matr.	Total.	Matr.	Non-Matr.	
Faculty of Arts, . .	22	1	23	23	1	24	5	1	–	1	51	2	53
„ Law, . .	2	1	3	–	–	–	–	–	–	–	2	1	3
„ Medicine, .	91	12	103	60	7	67	1	4	1	5	156	20	176
School of Engineering, .	7	–	7	13	1	14	1	5	–	5	26	1	27
Gross Total, . .	122	–	136	96	–	105	7	10	–	11	235	24	259
Deduct No. of Students attending two Faculties,	5	–	5	4	–	4	–	–	–	–	9	–	9
Total, . . .	117	–	131	92	–	101	7	10	–	11	226	24	250

The number of Students of the several religious denominations to whom Scholarships and Exhibitions were awarded at the commencement of last Session is given in the following table :—

	Roman Catholics.		Church of Ireland.		Presbyterians.	Other Denominations.	Total.
	Scholarships.	Exhibitions.	Scholarships.	Exhibitions.	Scholarships.	Scholarships.	
Faculty of Arts, . .	9	1	11	2	5	–	28
„ Law, . .	1	–	–	–	–	–	1
„ Medicine, .	3	3	3	3	–	2	14
School of Engineering, .	1	–	–	–	–	–	1
	14	4	14	5			
Total, . .	18		19		5	2	44

The following table gives the total number of Students of the several religious denominations who attended the College in each of the last ten Sessions :—

Religious Denominations.	Total Number of Students of each Religious Denomination in the Session of									
	1866-67	1867-68	1868-69	1869-70	1870-71	1871-72	1872-73	1873-74	1874-75	1875-76
Roman Catholics, .	108	111	97	94	86	104	107	123	129	131
Church of England, and now of Ireland,	106	118	125	134	142	131	130	116	96	101
Presbyterians, .	7	7	12	8	12	10	8	9	8	7
Other Denominations, . . .	9	11	10	16	10	8	5	2	10	11
Not recorded, .	–	–	–	–	–	–	2	–	7	–
Total, . .	230	247	244	252	250	253	252	250	250	250

6. Scholarships, Exhibitions, &c.

The examinations for Scholarships commenced on Thursday the 21st of October, and were continued on the days given in the table in the Appendix (A, No. I., p. 25). The subjects of examination prescribed by the Council, and published in the College Calendar, as well as the conditions under which the Scholarships are held, will also be found in the Appendix (A, No. I., p. 24; No. II., p. 35, &c.; No. III., p. 40; No. IV., p. 44; and No. V. p. 47). These examinations were conducted chiefly by printed papers, copies of which will be found in Appendix D. Of the 46 Junior Scholarships at the disposal of the Council, 10 in the Faculty of Arts, open to Students of one year's standing, are tenable for two years, so that in reality there are only 20 Junior Scholarships in Arts, or 36 in all the Faculties, at the disposal of the Council each year. Of these 22 were awarded, or adding the Scholarships awarded the previous Session, and tenable for two years, 28. Of the 8 Senior Scholarships 7 were awarded.

The following table shows the number of Scholarships in each Faculty, and the number awarded, or held from the previous year :—

Faculties.	Total No. of Scholarships.	No. of Scholarships awarded.
Faculty of Arts—		
Junior Scholarships—		
Open to Students at Entrance,	10	9
Open to Students of One Year's standing, or those entering on the Second Year,	10	3
Held by Students of Two Year's standing, or those of the Third Year,	10	6
Total,	30	18
Senior Scholarships,	7	7
Faculty of Law—		
Junior Scholarships,	3	1
Senior „	1	—
Faculty of Medicine,	8	8
School of Engineering,	5	1
Total,	54	35

Three Exhibitions were awarded to unsuccessful Candidates for Senior Scholarships whose answering was deemed worthy of a special prize, namely, one in mathematics, one in chemistry, and one in mental and economical science. Six Exhibitions were awarded to unsuccessful Candidates for second and third years' Scholarships in the Faculty of Medicine. The names of the holders of Scholarships and Exhibitions in the Session of 1875-76 will be found in the Appendix (B, No. VII., p. 50).

In my last Report I drew attention to the very imperfect preparation of Candidates for Scholarships at Entrance, owing to the want of good intermediate schools. During the past Session I have had occasion to notice the effect of the want of sound elementary teaching in the schools upon the work of the Students in the different Faculties. This College is, therefore, very much

interested in the improvement of the intermediate education of the South of Ireland; and I hope that something will soon be done in this direction.

7. Lectures.

A list of the subjects in which instruction is given in the College, the total number of Students who attended classes in those subjects, and the number of lectures given in each subject, will be found in Appendix (B, No. X., p. 53). Under the head of each Faculty, detailed information as to the courses of studies, outlines of the lectures given by each Professor, &c., are also given in the Appendix (A, Nos. II., III., IV., and V., pp. 29, *et seq.*, 39, 42, and 46). Each Professor has also furnished a Special Report of his work for the Session. These Reports will be found in the Appendix (C, No. XI., p. 54, *et seq.*)

8. Sessional Examinations and Prizes.

The Examinations held at the end of the Session, or in the case of those subjects which only occupy one or two terms, at the end of the Course, were satisfactory, and very few failed to pass. Students of Medicine, unless holders of Scholarships or Exhibitions, are not bound to pass the Sessional Examinations, and do not require Academic Promotion. Examinations are, however, held in the Faculty of Medicine, for the purpose of awarding prizes, and last Session a very large number presented themselves, not so much for the sake of the prizes as for the benefit of the examination itself. Indeed several of those who presented themselves were not eligible for prizes however much they might have distinguished themselves. To Students thus circumstanced, and whose answering would have otherwise entitled them to a prize, "Certificates of Honor" were awarded.

The sessional examinations, except in the case of such subjects as Practical Chemistry and Practical Anatomy, are conducted chiefly by printed papers; but where necessary the students are examined orally also. In addition to the two subjects above mentioned, the examinations in which are necessarily conducted practically, the examination of specimens, the preparation of bodies, and toxicological experiments, formed part of the examinations in Materia Medica and Medical Jurisprudence. Copies of the papers set at the sessional examinations are given in the Appendix (D, No. XIV., pp. 67 to 89, 100–101, 102–108, 114–116), and the names of the students who were awarded prizes and certificates will also be found in the Appendix (B, No. VIII., p. 51).

9. University Examinations.

The following table gives the number of Students of Queen's College, Cork, who passed the examinations of their Standing and Faculty respectively, and obtained Degrees, &c., at the

June and October Commencements of the Queen's University in Ireland for the year 1875 :—

	M.A.	B.A.	First Examination.	
Faculty of Arts,	1	10	8	
	M.D.	M.Ch.	Diploma in Midwifery.	Second Examination.	First Examination.
Faculty of Medicine,	13	13	9	23	20
	B.E.	First Examination.			
School of Engineering,	4	4			

In the Appendix (B, No. VI., p. 48) will be found the names of all the Graduates and Undergraduates who passed at these Examinations, distinguishing those who passed with Honors.

10. Discipline and Conduct of the Students.

The discipline and conduct of the Students in the class-rooms was satisfactory (see Reports of Professors, Appendix C, No. XI., p. 54, *et seq.*). No breach of discipline or case of misconduct of sufficient gravity to call for the direct action of the Council occurred during the session.

11. Receipts and Expenditure of the College.

The Bursar's Annual Account of the Receipts and Expenditure of the College for the year ending 31st of March, 1876, and his account of the manner in which the Annual Parliamentary Grant for the maintenance of the College, and the College fees and fines for the year referred to have been expended, will be found in the Appendix (C, No. XIII., p. 66). These accounts have been signed and passed by the Auditor-General.

The portion of the unexpended balances from the college endowment for salaries and scholarships invested, with the sanction of His Grace the Lord Lieutenant, in the purchase of £1,089 13*s.* 7*d.* new three per cent. stock, and referred to in my Reports for the Sessions 1873–4 and 1874–5, has yielded dividends for the year amounting to the sum of £32 8*s.* 4*d.*, which has been included in our receipts. A small loss on account of the Library Deposits having taken place in former years, and there being no fund from which the deficiency could be legitimately supplied under the system of account adopted up to 1874–5, part of the amount held as Library Deposits was placed in the Bank on Deposit Account with the view of making the fund itself earn as interest the loss in question. This is the explanation of the item "Interest on Deposit Account," amounting to £2 16*s.* 4*d.*, which appears in our receipts.

Another item which appears for the first time in the public accounts of this College is "Professors' Class Fees." Heretofore the class fees received by the Bursar were immediately paid over by him to the several professors, and were not brought under public audit. The whole arrangement was practically a private one between the Bursar and the Professors. Henceforward, though each

Professor will receive his fees as before, they will be brought into the college accounts and subjected to public audit. In this way the Bursar's annual account of the receipts and expenditure of the College will be a complete statement of both.

12. Library.

The increase made in the Parliamentary Grant has enabled the Council to make considerable additions to the Library during the past year. Our first object has been to fill up gaps caused by the want of funds. It will take several years before we can hope to do this, and to procure even the standard works which ought to be in every collegiate Library, and which are absolutely indispensable in what is the only Library of reference in the South of Ireland.

The special Report of the Librarian will be found in the Appendix (C, No. XII., p. 65). The numbers given in that Report, and which have been carried on from the previous Report, are only to be regarded as approximate, for they include many duplicates, worn out text-books, and some pamphlets. The Library is, however, being now rearranged, and a complete catalogue is also being made; and as this involves the examination of every book in the Library, the Librarian will be able to make a correct report when this shall have been finished.

Allowing for all the space that has been gained by the rearrangement now being made, and doubling, as we have been obliged to do in some cases, long series of scientific journals, the available book-space in the Library will be fully taken up in two or, at furthest, three years.

As many donations of books are made from time to time to the Library, it is right that the donors should receive public acknowledgment of their gifts. I have therefore given in the Appendix (E, No. XV., p. 120) a list of the books so presented, and of the donors' names.

13. Physical Cabinet, Laboratories, &c.

A great improvement was made before the commencement of last session in the Physical Cabinet, for which provision was made by Your Majesty's Government in the estimates voted by Parliament in the session of 1875, as I had the honour of stating in my last Report. Several additions were also made to the collection of apparatus during the session. The small Physical Laboratory for which provision was made at the same time has not yet been fitted up, owing to the failure of the contractor employed to carry out his contract. It will, however, be ready before the beginning of next session. This, with the further purchases of apparatus which are about to be made this summer, will give the Professor of Natural Philosophy the means of teaching experimental science practically, and of thoroughly illustrating his lectures by experiments.

When the Chemical Laboratory was fitted up the number of students was much less than what it is now. Thus, in the ten years from 1855 to 1865 the average number of students in Practical Chemistry was 26·5, but in the ten years from 1865 to

1875 it was 42·7, and last session there were 45 students. The laboratory, which is otherwise convenient and well fitted up, is too small, so that the Professor of Chemistry is obliged to divide his class into two. This greatly increases his work and that of his assistant, inconveniences all the students, and seriously interferes with those who may feel disposed to devote special attention to chemistry, either for the purposes of learning the method of scientific research, or applying it to practical purposes. I may also add that it impedes the researches of the Professor himself.

The dissecting-room also was constructed for a much smaller number of students than attend the classes in Practical Anatomy. Indeed to properly accommodate the present class, it should be doubled in size. I called attention to this want in my last Report, and both the present and the late Professors of Anatomy have drawn attention to it in their special Reports.

In my last Report I also called attention to the wants of the Professor of Materia Medica, who is likewise lecturer on Medical Jurisprudence, both subjects requiring to be taught practically. The room which he is obliged to use as a laboratory for his two classes, besides being separate from the lecture-room which he uses, is, in its present state, totally unfit for the purpose. The Professor has himself called attention to the disadvantages under which he labours in his Report. (*See* Appendix C, No. XI., p. 62.)

Owing to some difficulties connected with the construction, the preparation-room for the Professor of Natural History, for which provision was made by Parliament last year, has not been built. I hope that these difficulties may be overcome, and that this great want will be shortly supplied.

The Professor of Anatomy and Physiology proposes to get up a temporary Physiological Laboratory during the ensuing session, in anticipation of a permanent one which it is to be hoped will be provided when ever a proper Museum shall be built.

14. Museums.

I again take the liberty of representing the unsatisfactory character of our Anatomical and Pathological Museum. Dr. Charles, our new Professor of Anatomy, coincides in opinion with his predecessors, and says that "the room set apart for the Museum is entirely unfit for the purpose." (Appendix C, No. XI., p. 61.) Dr. O'Connor, Professor of Medicine, and who has repeatedly called attention to this want, says in his last Report (App., p. 64), that "there is a great want of a Pathological Museum." If a proper Museum building were erected, and some improvements made in the existing buildings of the Medical School, suitable accommodation could be found for the Professor of Materia Medica in the room now set apart for the Museum.

In my former Reports I represented the want of a curator. I take the liberty of repeating that representation. We want him not only to render our present collections really available for teaching purposes, but to develop and add to them.

Owing to the more pressing wants of the Library and Laboratories, not many purchases were made for the Museums during the past year. We received, however, some presents, among

which the fine collection, illustrative of the ethnology, &c., of New Guinea and the South Sea Islands, presented to the College by a former student, Dr. C. H. Haines, late Surgeon to H. M. Ship *Basilisk*, deserves special mention. A list of donations, and the donors' names, will be found in the Appendix (E, No. XV., p. 123).

15. Botanic Garden.

The want of permanent legible labels for the plants in the Botanic Garden has been long felt. This want is now being supplied by means of handsome metal tablets upon which the scientific names and habitats are printed. With the view of encouraging a taste in Botany among the public, the English name has also been printed upon the label, in the case of every plant which has a real English name. This will prove of great use to Art Students, many of whom make much use of the College garden. Here I may observe that the latter class of students labour under great disadvantages in this district in having no examples of tropical vegetation to study, so that the want of a glass-house which has so frequently been pointed out in previous Reports, affects not merely the teaching of science but also of art.

I have received offers of plants sufficient to nearly fill such a house, and which would go far to supply the typical examples which are required for teaching purposes.

16. Triennial Visitation.

The ordinary Triennial Visitation of the College was held on the 20th of May. I annex to this Report a copy of the Minutes of the Proceedings of the Visitors.

Finally, I trust that the Report of the full inquiry instituted by the Commissioners appointed by Your Majesty's Government into the several wants of this College, as stated in Memorials addressed to your Majesty's Irish Government, such as increase of the endowment for salaries, the establishment of fellowships, assistants, a curator, the erection of new buildings for museums and laboratories, the erection of a glass-house for tropical plants, &c., may enable Your Majesty's Government to favourably consider those wants, and so recommend to Parliament next Session some measure which will put this College in a position to do its work thoroughly.

I beg to subscribe myself,

Your Majesty's most dutiful servant,

WILLIAM K. SULLIVAN,

President.

Queen's College, Cork,
28*th July*, 1876.

MINUTES OF THE PROCEEDINGS

AT THE

ORDINARY TRIENNIAL VISITATION

OF

QUEEN'S COLLEGE, CORK,

HELD ON THE 20TH MAY, 1876.

The ordinary Triennial Visitation of Queen's College, Cork, was held on Saturday the 20th May, 1876. The Visitors present were: the Right Honorable the Master of the Rolls, the Right Honorable Mr. Justice Fitzgerald, the President of the King and Queen's College of Physicians in Ireland, and the President of the Royal College of Surgeons, in Ireland.

The court opened at 11 o'clock, A.M.

The Visitors inquired of the President what report he had to make of the college since the last visitation.

The President in reply mentioned in detail the several changes which had taken place in the collegiate staff within the last three years; and added that as the first of those changes, the resignation of the first President, Sir Robert Kane, took place after the close of the session of 1872–73, he (the President) had presided over the college during the whole of the period to which this visitation applied. He stated the number of students attending the college, the localities from whence they came, and the proportions of them which belonged to the several religious denominations. He also referred to the condition of the several departments of the college, and to the urgent need for increased accommodation in the library, chemical laboratory and dissecting room, and of a materia medica laboratory, and a proper building for the anatomical museum.

The Visitors then inquired whether any of the Professors desired to make any observation. None of the Professors having any matter to bring under the notice of the Court, the Visitors next inquired if any of the Deans of Residences wished to be heard.

The Rev. Dr. Webster, Dean of Residences for students of the Church of Ireland, said, that this was now the seventh visitation he attended to urge his claim in connexion with the religious instruction of students of his communion. He referred to the decision of the Visitors at a previous visitation by which it was ruled that it was entirely within the discretion of the council whether they would assign him a lecture room within the walls of the college for the purpose of affording religious instruction to the students of the college. He stated that he accepted this decision of the Visitors as binding upon him; but that now he wished to call the attention of the court to a point of law which he submitted entitled him to be the religious instructor of all students of his communion in the college, and to call on the Council to enforce the attendance of the students for that purpose. He stated that in the year 1858, he was appointed by the Council Catechist of the students of the Church of England, and that his appointment was confirmed by the Lord Lieutenant. By virtue of this appointment he submitted he was bound to give religious instruction to all such students, and that under

the statutes they were bound to attend at whatever place should be fixed upon: if not within the walls of the college then elsewhere. He referred to the statute which provides that non-attendance on religious instruction shall be regarded as a serious offence, and having stated that only five students of the Church of Ireland had attended the instruction which he gave in his own house within the last year, he concluded by saying that it was with much regret that in order to have a decision arrived at on this question, he was now constrained to call upon the Visitors to compel the Council to take steps against all the students of his communion, but the five who had attended his instruction, by reason of their having transgressed the statute which directs attendance on religious instruction.

The President in reply said that the Council had very small legislative powers, which were moreover strictly confined to certain matters by the statutes. Therefore whatever might be the private opinion and sympathy of the members of council that body could not legislate upon matters not prescribed by the statutes, and their duty as the governing body of the college was to interpret the statutes as they found them in the most practical sense they could, and above all to avoid theoretical resolutions, and decisions which might afterwards create inconvenient precedents, or hamper the action of their successors. Hence they had come to a conclusion on the matter before the court entirely different from that of Rev. Dr. Webster. Among other objections to the case which the latter had stated to the court, the President called the attention of the Visitors to the fact that the appointment as Catechist of 1858, on which Dr. Webster relied, was under the old charter which was abrogated and superseded by that of 1863. And that as Dr. Webster had not been re-appointed under the new charter which continued still in force, he was not legally Catechist, as he assumed to be.

The Right Honorable the Master of the Rolls pronounced the judgment of the court against Dr. Webster's application, stating that at the visitation of 1870, the Visitors, of whom he was one, had very carefully considered Dr. Webster's claim and arrived at a conclusion adverse to it for the reasons then stated in the judgment of the Visitors. That it followed now that his present application could not be acceded to for the Visitors had distinctly held that the Council was not bound to assign rooms in the college for religious instruction. That being so, the students of the college were not bound by any rule of the college to attend to such instruction outside its walls, and it was plain that the council had no power to do what Dr. Webster required. Religious instruction given outside the college should be left to the good sense of the students and to their parents. The case of students actually residing within a licensed Boarding House might stand on a different footing, but no such question was before the Visitors. It was right to add that the Court felt satisfied that Dr. Webster in bringing forward this application had no motive but the conscientious discharge of his duty.

The Visitors next inquired whether any of the students desired to make any observation.

Mr. Denis Keogh, M.A., came forward and said that he desired to submit to the Visitors a grievance under which Graduates of the Queen's University who had been students of this college were placed with reference to obtaining books on loan from its library. He said that up to the year 1873 Graduates and students alike could procure books on loan by simply paying a deposit of £1 as a guarantee for the safe custody of the book. But that in 1873 a rule was adopted by the Council obliging a graduate who wished to avail himself of this privilege, in addition to

the deposit of £1, to pay the sum of 15*s.* a year. He regarded this as a hardship and had not since entered the library. He had applied to the Queen's Colleges of Belfast and Galway, and found that Graduates in each of these colleges could procure books on loan without any charge beyond that of the deposit. He read a letter from Professor D'Arcy W. Thompson of Galway to the effect that a graduate could obtain two books at a time on loan. He submitted that he should be reinstated in the right which he enjoyed prior to the act of the Council in 1873.

The President in reply, said he would not enter into the question of the right of the Council to charge graduates for the loan of books from the college library, for besides involving a legal point upon which it was desirable to have an authoritative decision of the Visitors, the order of council objected to by Mr. Keogh had been made before his (the President's) connexion with the college. He felt it to be his duty, however, to protest against Mr. Keogh's assumption that as a graduate or student he was entitled to get books on loan *as a right*. He contended that no such right existed, and that he had obtained books *as a privilege* which it was within the power of the Council to grant or withhold. If every student and graduate could claim the loan of the college books as a right, the Council could not be held responsible for the safety of the public property. The order of Council in question had been made in the interest of the students themselves, with the intention of checking a very great abuse which he was told existed. New books, and especially text-books in constant demand were borrowed and carried to distant parts of the country and not returned for months, thus depriving all other students of the same subject of the use of those books. The Council were desirous of giving students and graduates the fullest and freest use of the library compatible with the due preservation and safety of the books. They were also desirous of extending the advantages of the library to all scientific and literary inquirers in the district—of making it a great library of reference for the south of Ireland.

The Right Hon. the Master of the Rolls said the question was an important one, and that with the exception of one or two strong epithets in Mr. Keogh's address the case had been very properly brought forward by him, and that his letter to the Council was a respectful and becoming remonstrance. His Honor said the Visitors were of opinion that the Council had not the power to impose the charge of fifteen shillings. The Council had the fullest authority under the Statutes to make any regulations which seemed to them to be judicious for the management of the library and the preservation of its books; but the Visitors were of opinion that the Council could not impose a pecuniary tax for the privilege which they had accorded to the graduates. The result therefore was that the charge complained of could not be maintained, and that all moneys paid in respect of it should be refunded.

The proceedings then terminated, and the Professors having retired to their several departments, the President conducted the Visitors through the college, every part of which they examined.

APPENDIX.

APPENDIX A.

No. I.

ESTABLISHMENT of the COLLEGE and UNIVERSITY. COLLEGIATE STAFF. GENERAL REGULATIONS of the COLLEGE. STUDENTS: MATRICULATION, RESIDENCES, FEES, LECTURE HOURS, SCHOLARSHIPS, EXHIBITIONS, PRIZES, DEGREES.

QUEEN'S UNIVERSITY IN IRELAND—QUEEN'S COLLEGE, CORK.

ESTABLISHMENT OF THE COLLEGE AND UNIVERSITY.

The COLLEGE is a Corporation under the name and style of "THE PRESIDENT and PROFESSORS of QUEEN'S COLLEGE, CORK." It was founded under the provisions of the Act 8 & 9 Victoria, cap. 66, intituled "An Act to enable Her Majesty to endow new Colleges for the Advancement of Learning in Ireland." Under the powers given by this Act the three colleges of Belfast, Cork, and Galway were incorporated on the 30th day of December, 1845. The Statutes were drawn up, and the system of education to be pursued in them arranged by a Board called the "Board of Queen's Colleges," consisting of the Presidents and Vice-Presidents of the three colleges. The Professors were appointed on the 4th of August, 1849, and on the 30th of October of the same year the Colleges were opened for the reception of students. Letters Patent constituting the Statutes were issued on the 11th of December, 1849, and a further Charter was issued in the year 1863.

The UNIVERSITY was founded in 1850 under the name and style of the "QUEEN'S UNIVERSITY IN IRELAND," and its charter provides that the Senate should have power to confer upon the students of the Queen's Colleges of Belfast, Cork, and Galway such degrees and distinctions in the Faculties of Arts, Law, and Physic, as are granted and conferred in other Colleges and Universities of Great Britain and Ireland. The Charter further ordains that any of the students of the three Queen's Colleges who shall have obtained such Degrees in any of the several Faculties of Arts, Medicine, and Law as shall be conferred by the Chancellor and Senate of the Queen's University, shall be fully possessed of all such rights, privileges, and immunities, as belong to similar Degrees granted by other Universities or Colleges, and shall be entitled to whatever rank and precedence is derived from similar Degrees granted by other Universities.

The Professors of the three Queen's Colleges are entitled to stylo themselves "Professors of the Queen's University."

Appendix A.

No. I. General Regulations of College, &c.

Collegiate Staff.

President—William K. Sullivan, ph.d., m.r.i.a.

Professors.

The Greek Language,	E. Vaughan Boulger, m.a.
The Latin Language,	Bunnell Lewis, m.a., f.s.a.
Mathematics,	Charles Niven, m.a., Fellow of Trin. Coll., Camb.
Natural Philosophy,	John England, m.a.
History and English Literature,	George F. Armstrong, m.a.
Logic and Metaphysics,	George Sidney Read, m.a.
Chemistry,	Maxwell Simpson, b.a., m.d., f.r.s.
Natural History,	Joseph Reay Greene, b.a., m.d., m.r.i.a.
Geology and Mineralogy,	Robert Harkness, f.r.ss.l. & e., f.g.s.
Modern Languages,	Raymond de Vericour, m.a.
Jurisprudence & Political Economy,	Richard Horner Mills, m.a.
English Law,	Mark S. O'Shaughnessy, m.r.i.a., f.r.s.l.
Anatomy and Physiology,	J. J. Charles, m.a., m.d., m.ch.
Medicine,	Denis C. O'Connor, b.a., m.d.
Surgery,	Wm. K. Tanner, m.d., f. & l.r.c.s.i.
Materia Medica,	Matthias O'Keeffe, m.a., m.d.
Midwifery,	Joshua R. Harvey, b.a., m.d.
Engineering,	Alexander Jack, m.a.

Lecturers.

Medical Jurisprudence,	Mark O'Shaughnessy, m.r.i.a., f.r.s.l. Matthias O'Keeffe, m.a., m.d.
Assistant to Professor of Chemistry,	Cornelius O'Keeffe, County and City Analyst.
Demonstrators of Anatomy,	William Jennings, m.d., m.ch. James Magill, b.a., m.d., m.r.c.s.

Council of the College.

The President.

Professor Tanner.	Professor Simpson.
,, Harvey.	,, Niven.
,, Jack.	,, Armstrong.

Officers.

Registrar,	Robert John Kenny, Esq.
Bursar,	John England, m.a.
Librarian,	Richard Caulfield, ll.d.

General Regulations.

The College Session, 1875–76.—The *First Term* commenced on the 19th of October, 1875, and ended on the 18th of December.

The *Second Term* commenced on the 3rd of January, 1876, and ended on the 8th of April.

The *Third Term* commenced on the 24th of April, 1876, and ended with the Session, on the 10th of June.

N.B.—The Easter Recess for the Medical Faculty commenced on the Tuesday before Easter, and ended on Easter Monday.

Library and Museum.—The Library is open daily to Students between the hours of 9 a.m. and 4 p.m., except on Saturdays, when it is closed at 1 o'clock.

The Museum is open daily between the hours of 9 a.m. and 3 p.m., except on Saturdays, when it is closed at 12 o'clock.

STUDENTS.

The Students of the College are either Matriculated or Non-Matriculated.

MATRICULATED STUDENTS.—To become a *Matriculated Student*, it is necessary to pass the General Matriculation Examination which commenced in the Session of 1875–76, on Tuesday, the 19th of October, 1875.

The following are the Subjects in which Candidates are examined:—

For the Faculties of Arts, Medicine, and Law.

Greek:

Grammar.

Any one of the following Authors which the Candidate may select:—

Homer—Iliad, Books I. and II.
Xenophon—Anabasis, Books I. and II.
Lucian—Walker's Selections.

Latin:

Any one of the following Authors which the Candidate may select:—

Virgil—Æneid, Books I. and II.
Sallust—Conspiracy of Catiline.
Cæsar—Gallic War, Book I.

History:

Outlines of Grecian History.
Outlines of Roman History.

Geography:

Outlines of Ancient and Modern Geography.

English:

Grammar—

(1.) The principles of Etymology and Orthography.
(2.) The leading Rules of Syntax.

Composition, and writing from dictation.

Mathematics:

Arithmetic—Principles of Notation. Vulgar and Decimal Fractions. Definition of the terms Ratio and Proportion. The Rule of Proportion, with its commercial applications, including Simple Interest.
Algebra—Explanation of the signs and meaning of an Index. Calculation of the values of Algebraical Expressions, when particular values are given to the letters which they involve.
Euclid—Book I., with the definitions and axioms.

For the Department of Civil Engineering.

The Outlines of Modern Geography.

Grammar.

Mathematics:

Arithmetic—Principles of Notation. Vulgar and Decimal Fractions, with the reasons of the different rules. Rule of Proportion, with its commercial applications. Extraction of the Square Root, both of whole numbers and decimals.
Algebra—Explanation of the signs and meaning of an Index. Calculation of the value of Algebraic Expressions, when particular values are given to the letters which they involve.
Euclid—Books I., II., III., IV., and VI., with the definitions of Book V.

Candidates for Matriculation are requested to send their names to the Registrar, at least *three days* before the commencement of the Examination, stating at the same time the Faculty or Department which they propose to enter.

Before being admitted to Examination they are required to pay the *College Fees* for the year, amounting to Ten Shillings for each Faculty or Department. These will be returned, on application, to such as fail to pass the Examination.

No Student will receive a Certificate of Matriculation until he has paid the whole of the *Class Fees* for the Session.

Appendix A.
No. I. General Regulations of College, &c.

NON-MATRICULATED STUDENTS.—Those who desire to attend any of the Lectures in the College may do so, without matriculating, or passing any of the College Examinations, on paying the Fees for those Lectures, together with a College Fee of Five Shillings.

They are entitled to the use of the Library, on subscribing the Library Regulations, and paying a further fee of Fifteen Shillings.

They are not eligible for Scholarships or Prizes, and do not enjoy any of the other privileges of Matriculated Students; but the Professors may recommend the Council to grant Certificates of Honour to the most distinguished.

STUDENTS FROM OTHER COLLEGES.—Students who have pursued part of their studies in one of the Queen's Colleges, or in any University capable of granting Degrees in the Faculties of Arts, Law, and Medicine, are permitted, on producing testimonials of their College standing and conduct, to take corresponding rank in this College, and to compete for Scholarships of the corresponding year; provided that they shall not hold at the same time a Scholarship, or any other office of emolument, in any other University or College.

RESIDENCES.

There is no accommodation for the residence of students within the College, but it is provided by the Statutes that every Matriculated Student, being under the age of Twenty-one Years, shall reside, during the College Terms, with his parent or guardian, or with some relation or friend, to whose care he shall have been committed by his parent or guardian, or in one of the Boarding-houses licensed by the President of the College and arranged for the reception of students, who are then placed under the moral care and spiritual charge of the Deans of Residences of their respective creeds.

The Terms for Board and Lodging are generally at the rate of from £30 to £40 a year.

The following are the Protestant Deans of Residences:—

Church of Ireland, . . .	Rev. George Webster, D.D.
General Assembly of the Presbyterian Church in Ireland, . . .	Rev. William Magill.
Wesleyan Methodists, . . .	Rev. William G. Price.
Non-Subscribing Presbyterian, . .	Rev. W. Whitelegge, M.A.

The Deans are designated as they wish themselves to be called.

FEES.

The Fees paid by Students are of two kinds: Collegiate Fees and Class Fees. The following are the regulations concerning the payment of Fees:

1. All Fees are to be paid to the Bursar, at his Office in the College.
2. Candidates for Matriculation are required to pay their *College Fees* before being admitted to Examination.
3. Students must pay their Class Fees before being admitted to the Classes; and if Candidates for Scholarships, must do so on or before the day previous to the date of Examination.
4. Half the Class Fees are returned to Scholars; but this rule does not extend to Exhibitioners.

COLLEGIATE FEES.—For the First Year the College Fees are *Ten Shillings*; for the Second and subsequent years Five Shillings. Students who wish to borrow books from the Library are obliged to *deposit* One Pound with the Bursar.

CLASS FEES.—The ordinary fee paid for a course of Lectures is £2. For English and Logic the fee is only £1. For Practical Anatomy, Practical Chemistry, and the first course of Anatomy and Physiology, the fee is £3.

With reference to the Fee payable for repeated attendance on the same Course of Lectures, the following rule has been laid down in the Statutes:—

The Fees payable by Students, whether Matriculated or Non-matriculated, to the several Professors, for attendance on the several Pass Courses of Lectures or instruction, which are now or may be hereafter prescribed by the College Council, for any Degree or other University distinction, shall be £1 for each

Course extending over one Term only, and £2 for each Course extending over more than one Term of a Session, when attended for the first time, and £1 for each re-attendance on the same; except that the Fee payable for the Course of Anatomy and Physiology shall be £3 when attended for the first time, and £2 for every subsequent attendance; except also, that the Fee payable for Practical Anatomy or Practical Chemistry, shall be £3 for each attendance.

In the case of Students receiving special instructions, not prescribed as a qualification for a Degree or other University distinction, or attending Honor Courses of Lectures, the Council shall have power to fix the amount of the Fee to be paid by each Student; provided that the Fee to be paid for any Honor Course of Lectures which Students are entitled to substitute for a prescribed Pass Course, shall in no case be less than £2.

Lecture Hours.

Table of the Subjects and Hours of Lecture.

Name of the Class.	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.	Saturday.
Senior Greek,	9	9	10	–	9	–
Junior Greek,	10	–	9	9	10	–
Extra Greek,	–	10	–	10	–	–
Senior Latin,	10	–	9	–	10	–
Junior Latin,	9	10	10	10	–	–
Extra Latin,	–	11	–	11	–	–
English Language,	–	11	–	11	–	10
English Literature,	10	–	10	–	10	–
History,	12	–	12	–	12	–
Medical French,	12	–	12	–	12	–
Senior French (*Arts and Engineering*),	1	–	1	–	1	–
Junior French (*Arts and Engineering*),	2	–	2	–	2	–
German or Italian,	–	2	–	2	–	2
Logic,	–	11	–	11	–	9
Metaphysics,	–	1	–	1	–	10
Political Economy and Jurisprudence,	–	11	11	11	11	–
Senior Mathematics,	1	–	1	–	1	–
Junior Mathematics,	12	–	12	–	12	–
Third Year's Mathematics,	2	–	2	–	2	–
Mathematical Physics,	–	–	12	–	12	–
Mathematical Physics (*Engineering*),	2	–	1	–	2	–
Experimental Physics, Senior,	11	–	11	–	11	–
Experimental Physics, Junior,	–	11	–	11	–	–
Engineering Physics,	–	2	–	2	–	–
Physics (Honor),	–	12	–	12	–	–
Chemistry,	11	–	11	–	11	–
Practical Chemistry,*	2	–	2	–	2	–
Zoology and Botany,	3	–	3	–	3	–
Geology and Mineralogy,	–	2	–	2	–	12
Senior Engineering,	12	–	12	–	12	–
Junior Engineering,	–	10	–	10	–	10
Geometrical Drawing,	10	–	10	–	10	–
Office Work (10 till 2),	–	10	–	10	–	10
Anatomy and Physiology,	1	1	1	1	1	–
Practical Anatomy,	12	12	12	12	12	–
Medicine,	3	–	3	–	3	–
Surgery,	–	4	–	4	–	1
Materia Medica,	–	3	–	3	–	12
Midwifery,	4	–	4	–	4	–
Medical Jurisprudence,	12	–	12	12	–	12
English Law (1st year),	1	1	–	1	1	–
English Law (2nd year),	2	2	–	2	2	–
English Law (3rd year),	–	11	11	–	11	11
Jurisprudence,	–	1	1	1	1	–
Civil Law,	–	4	4	4	4	–
Constitutional and International Law,	–	10	10	10	10	–

* Whenever it becomes necessary to divide the Practical Chemistry Class, the hours for the Second Class are at two on Tuesday and Thursday, and eleven on Saturday.

Appendix A.

No. I. General Regulations of College, &c.

Collegiate Scholarships.

There are at the disposal of the Council Forty-six Junior and Eight Senior Scholarships.

The former are held by Students who have not yet taken the Degree of B.A.; the latter by Students who have obtained the Degree of B.A.

Of the Junior Scholarships—

Thirty,	of the value of	£24	each, are appropriated to the	Faculty of Arts. (See p. 35).
Five,	,,	£20	,,	School of Engineering. (See p. 47).
Eight,	,,	£25	,,	Faculty of Medicine. (See p. 44).
Three,	,,	£20	,,	Faculty of Law. (See p. 40).

Of the Senior Scholarships—

Seven,	of the value of	£40	each, are appropriated to the	Faculty of Arts. (See p. 35).
One,	,,	£40	,,	Faculty of Law. (See p. 40).

All these Scholarships are tenable for only one year, with the exception of the Scholarships of the Second Year in Arts, which are tenable for two years.

Conditions of Candidature and Tenure.

1. Candidates for Scholarships are required to pay on or before the day previous to the date of Examination, the College and Class Fees for the year in the corresponding Faculty. They must also procure a certificate to that effect from the Bursar, and be prepared to show it on their admission to Examination.

2. Scholarships of any year are tenable by Students who have duly completed the previous part of their Course by attending the requisite Courses of Lectures, and passing the ordinary College and University Examinations.
   A Student, as a rule, cannot hold two Scholarships at once; but if he be a Candidate for both the Junior Scholarships in Arts of the same year, and stand first on each list, he may hold both the Scholarships.

4. Half the ordinary Class Fees are returned to Scholars.

5. Scholars must complete their attendance during the Session, pass the Sessional Examinations, and observe such rules as the Council may from time to time enact.

6. In the Faculty of Medicine, Scholars must attend the Classes recommended for their year of study, in the order of the Curriculum.

7. Scholars and Exhibitioners have certain statutory duties; such as taking charge of the Class-rolls, registering the attendance of the Students, assisting the Professors in the maintenance of discipline and good conduct in the Students, and for the general business of the College.

TABLE OF THE TIMES AND SUBJECTS OF THE SCHOLARSHIP EXAMINATIONS FOR THE SESSION 1875–76.

Examination Days.	From 9 to 12 o'clock.	From 2 to 5 o'clock.
Thursday, October 21st,	Geometrical Drawing. Surveying.	Geology and Mineralogy. Surgery.
Friday, October 22nd, .	Latin. Chemistry.	Mathematics. Practical Chemistry. Midwifery.
Saturday, October 23rd,	Modern Languages. Political Economy. Mathematics (Geometry Paper).*	Pathology. Latin.
Monday, October 25th,	Greek. Materia Medica. Therapeutics.	Greek. Zoology and Botany. Practical Anatomy. History and English Lit. (*Senior Scholarship.*)
Tuesday, October 26th,	English Language, History and Geography (1st year). English Language, &c. (*2nd and 3rd year.*) Natural Philosophy.	Anatomy and Physiology. Logic and Metaphysics.
Saturday, Nov. 27th, .	English Law.	Civil Law.

* The University Prizes in Geometry were decided on this paper, which was also taken into account in deciding the first year's Mathematical Scholarships.

Collegiate Exhibitions and Prizes.

The Council are authorized to grant in certain cases Exhibitions to Candidates who may have failed to obtain Scholarships at the Scholarship Examination.

In May and June are held General Examinations in the subjects lectured upon during the Session; and Prizes of Books are awarded by the Council to the most distinguished Students in each Class.

University Exhibitions and Prizes.

Exhibitions and Prizes are also given by the Senate of the University to Students, in the Faculties of Arts and Medicine, and in the School of Engineering, who shall most distinguish themselves at the various University Examinations.

Faculty of Arts.—The following are to be competed for immediately after General Matriculation :—

Two Prizes for English Prose Composition and two for Geometry, given annually by the Senate of the University. The First Prize in each is £3 worth of Books; the second £2 worth of Books.

The subjects of Examination for the University Geometry Prizes are—

The first Four and Sixth Books of Euclid, with Definitions of the Fifth Book, and Geometrical deductions.

These Prizes are open to Students who have just passed the Matriculation Examination for the first time.

Three Exhibitions of £20 a year for three years, three Exhibitions of £15 a year for three years, and two Exhibitions of £10 a year for three years, will be competed for annually in the Faculty of Arts. The three £20 Exhibitions will be awarded to the Candidates who stand foremost in order of merit from each College, at the first University Examination in Arts; and the three £15 Exhibitions to the Candidates who stand second in order of merit from each College: provided that their names appear in the First Class of the Division List at that Examination. Of the two £10 Exhibitions, one will be awarded to the best answerer in Mathematical Science, and the other to the best answerer in the Ancient Classics, at the first University Examination. The £10 Exhibitions are open to the competition of Candidates from all the Colleges, and may be held along with one of the larger Exhibitions.

Each Candidate will be deemed a Student of that College in which he shall have attended the Lectures of the second Session; and no Student will be ad-

Appendix A.

No. I. General Regulations of College, &c

mitted to the competition who shall have allowed more than one academic year to intervene between the time that he entered upon the studies of the second Session and the time of competition.

The first instalment of each Exhibition will be paid at the time of competition; the second when the Exhibitioner takes the Degree of B.A. in the Queen's University, provided he graduate with honors, and within two academic years; and the third when he takes the Degree of M.A. in the Queen's University, provided he obtain it within three academic years from the time of competition.

University Prizes in Composition, open to the Competition of Graduates and Undergraduates.

Two Prizes for English Prose Composition, one of £10 worth of Books, and the other of £5 worth of Books, have been founded, and are open to the competition of all members of the University who shall not have been graduates for more than three years at the time of competition, and who shall not have already twice obtained one or other of these Prizes.

University Prizes in Composition, open to the Competition of all Undergraduates.

Two Prizes in Composition, one for English Prose, the other for Greek or Latin Prose, and each consisting of £5 worth of Books, have been founded, and are open to the competition of all undergraduates, provided that neither the English nor the Classical Prize be awarded oftener than twice to any Student.

Faculty of Medicine.—Two exhibitions, one consisting of two instalments of £20 each, and the other of two instalments of £15 each, will be competed for annually in the Faculty of Medicine. These exhibitions will be awarded for proficiency in the non-professional part of the first University Examination in Medicine: the £20 exhibition to the best answerer absolutely, in whichever of the Colleges he may have been educated; and the £15 exhibition to the candidate who is first in order of merit of the competitors from the other two colleges; provided that their names appear in the First Class of the Division List at that examination.

Each Candidate will be deemed a student of that College in which he shall have attended the Lectures of the second session; and no student will be admitted to the competition who shall have allowed more than a year to intervene between the time that he entered on the studies of the second year and the time of competition.

The exhibitions in Medicine will be paid in two equal instalments: one at the time of competition; the other when the exhibitioner takes the Degree of M.D. in the Queen's University, provided that he graduate with honors, and within three academic years from the time of competition.

Prize in Composition, limited to the Competition of Undergraduates in Medicine.

A prize of £5 worth of books has been founded, for a thesis on a subject to be prescribed, and is limited to the competition of the Undergraduates in Medicine who shall not have already twice received the prize.

The subjects on which the competitors for composition prizes are to write, will be announced on or before the first of June in each year; the compositions, with fictitious signatures, are to be sent in to the Secretary of the University, on or before the first of the following September, and the successful competitors will be declared at the next Public Meeting of the University.

School of Engineering.—Two Exhibitions, one of £20 a year for two years, and the other of £15 a year for two years, will be competed for annually in the School of Engineering. These Exhibitions will be awarded at the first University Examination in Engineering: the £20 Exhibition to the best answerer absolutely, in whichever of the Colleges he may have been educated, and the £15 Exhibition to the Candidate who is first in order of merit of the competitors from the other two Colleges: provided that their names appear in the First Class of the Division List at that Examination.

Each Candidate will be deemed a Student of that College in which he shall have attended the Lectures of the second Session; and no Student will be admitted to the competition who shall have allowed more than a year to intervene between the time that he entered on the studies of the second year and the time of competition.

The first instalment of each Exhibition will be paid at the time of competition;

the other when the Exhibitioner takes the Diploma in Engineering of the Queen's University, provided that he take honors with it, and obtain it within two academic years from the time of competition.

Appendix A. No. I. General Regulations of College &c.

Other Prizes.

The Early English Text Society's Prizes.

With a view to the encouragement of the study of Early English, the Early English Text Society has kindly offered for the competition of the Students of Queen's College, Cork, valuable prizes consisting of the rare works in Early English published under its auspices.

An examination for these prizes was held on the 24th of April, 1876, and was open to all Matriculated Students of the College who were not Graduates at that date, the following being the course appointed:—

1. Outlines of the History of the English People, to the accession of Henry IV.
2. The History of English Literature, to the death of Chaucer.
3. Outlines of Anglo-Saxon Grammar (Rask recommended).
4. Morris—English Accidence, Caps. III., IV., and V.
5. Chaucer—The Prologue to the Canterbury Tales.

The New Shakspere Society's Prizes.

The New Shakspere Society in order to encourage the study of Shakspere's works, and of the English Drama, has also offered copies of the works published by it as Prizes for competition among Students of the College.

An examination for these prizes was held on the 24th April, 1876, and was open to all Matriculated Students of the College who were not Graduates at that date. The following was the course appointed:—

1. The Study of the English Drama (in outline).
2. The Literary History of the Elizabethan Age.
3. A critical knowledge of the Merchant of Venice, King John, Macbeth, and Julius Cæsar.

See Appendix E., pp. 118–119, for the Examination Papers set to Candidates for these Prizes at the last Examination.

Degrees.

The Certificates, Diplomas, and Degrees granted by the Senate of the Queen's University are as follows:—

In the Faculty of Arts—
- The Diploma of Licentiate.
- ,, Degree of Bachelor (B.A.)
- ,, ,, Master (M.A.)

In the Faculty of Law—
- Certificate of the Law Professors.
- The Diploma in Elementary Law.
- ,, Degree of Bachelor (LL.B.)
- ,, ,, Doctor (LL.D.)

In the Faculty of Medicine—
- The Degree of Doctor (M.D.)
- ,, ,, Master in Surgery (M.Ch.)
- ,, Diploma of Midwifery.

In the School of Civil Engineering—
- The Degree of Bachelor (B.E.)

No. II.—Faculty of Arts.

No. II Faculty of Arts.

Degrees.

1. Degree of B.A.*

Students intending to proceed to this degree in the Queen's University must

* Degrees in Arts, conferred by the Queen's University in Ireland, are recognised by the University of Durham, by St. Bee's College, Whitehaven, and by St. Aidan's College, Birkenhead, in the case of Theological Students preparing for Holy Orders in the Established Church.

His Royal Highness the Commander-in-Chief has approved of Graduates of the Queen's University being in future exempted from the usual Examination for direct Commissions; and also of the First University Examination being accepted in lieu of that for the Royal Military College, Sandhurst.

Appendix A. No. II. Faculty of Arts.

matriculate in one of the Queen's Colleges, and complete the course of study prescribed by the University Senate, by attending the College Lectures in each Session, and passing the Sessional Examinations.

The B.A. Examination takes place in the September after the close of the third Session, and Candidates must have previously passed the "First Examination in Arts," a preliminary examination which takes place at the commencement of the Third Session.

Course for the Degree of Bachelor in Arts.

Candidates for the Degree of Bachelor in Arts are required—

1. To have been admitted Matriculated Students of the Queen's University in the Faculty of Arts.
2. To have subsequently studied in one of the Colleges of the Queen's University the Course herein prescribed.
3. To have passed the University Examinations herein prescribed.

The Course for the Degree of Bachelor in Arts shall extend over three Sessions, and shall comprise attendance on the following curriculum:—

FIRST SESSION.

English (One Term).
Greek.
Latin.
A Modern Continental Language.
Mathematics (First Course).

SECOND SESSION.

Logic (One Term).
Natural Philosophy.

Along with any two of the following:—

Greek (Second Course).
Latin (Second Course).
Modern Continental Languages (Second Course).
Mathematics (Second Course).

THIRD SESSION.

English Language and Literature.
Metaphysics, or History, or Political Economy (Two Terms).
Chemistry.
Zoology, or Botany.

Attendance on these Courses shall, in all cases, be understood to include passing such examinations as may be appointed by the College Council, and the catechetical parts of the Courses of Lectures.

Candidates for the Degree of Bachelor of Arts shall reside at their respective Colleges during at least the first two terms of each Session, but may be exempted from residence during the third term by a special grace of the College Council.

Third year's Students may substitute attendance on one or on two Courses of Honor Lectures, for a like number of the Courses above set down for study in the third Session.

Candidates for the Degree of Bachelor in Arts shall pass two University Examinations—a Preliminary and a Degree Examination.

The Course for the Preliminary Examination shall include Greek, Latin, a Modern Continental Language, and Mathematical Science. Students who have completed their second Session must pass this Examination before rising to the third year, unless prevented by illness or other inevitable accident, in which case the Senate may admit them to a Supplementary Examination.

Candidates who have completed the Undergraduate Course, may offer themselves at the Degree Examination for graduation either with Honors or without Honors.

If they seek to graduate with Honors, they may select for their Examination any one of the following groups:—

Greek and Latin.	Experimental Science.
Modern Continental Languages.	Natural Science.
Mathematical Science.	

Or any three of the following:—

English Language and Literature.	Political Economy.
Metaphysics.	Logic.
History.	

Candidates who seek the Degree without Honors, may select for their Examination any group of the subjects from the following lists, provided the sum of the numbers attached in this list to the selected subjects be at least four:—

English Language and Literature,	2	Latin,	1
Mathematical Science,	2	Each Modern Continental Language,	1
Experimental Physics,	2	Logic,	1
Chemistry,	2	Metaphysics,	1
Zoology,	1	History,	1
Botany,	1	Political Economy,	1
Greek,	1		

English Composition will form a part of all University Examinations.

2. Degree of M.A.

Candidates for the Degree of M.A. are admitted to the University Examinations for that Degree one year after having taken the Degree of B.A.

Course for the Degree of Master in Arts.

Bachelors in Arts of one year's standing, may offer themselves for Examination for the Degree of Master in Arts, and may select for their Examination any one of the following groups:—

Greek and Latin.
Modern Continental Languages.
Mathematical Science.
Experimental Science.
Natural Science.

Or any three of the following:—

English Language and Literature.
Metaphysics.
History.
Political Economy.
Logic.

This Ordinance supersedes former Ordinances prescribing the curriculum for the Degree of Master in Arts.

Lectures.

The Lectures in this Faculty for the Session 1875-76, commenced on *Monday, the 26th October*, 1874.

The following Table shows the days, hours of Lectures and fees for the ordinary course. In accordance, however, with the regulations of the University for the Degree of B.A., Students may substitute for one or two Courses in the third year a like number of Honor Courses:—

	CLASS.	Terms.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Fees. £	s.	d.
First Session.	English,	2	–	11	–	11	–	10	1	0	0
	Greek,	1, 2, 3	10	–	9	9	10	–	2	0	0
	Latin,	1, 2, 3	9	10	10	10	–	–	2	0	0
	Modern Languages,	1, 2, 3	2	–	2	–	2	–	2	0	0
	Mathematics (1st Course)	1, 2, 3	12	–	12	–	12	–	2	0	0
	College Fee,	–	–	–	–	–	–	–	0	10	0
Second Session.	Logic,	2	–	11	–	11	–	9	1	0	0
	Natural Philosophy,	1, 2, 3	11	–	11	–	11	–	2	0	0
	Greek (2nd Course),	1, 2, 3	9	9	10	–	9	–	2	0	0
	Latin ,,	1, 2, 3	10	–	9	–	10	–	2	0	0
	Modern Languages ,,	1, 2, 3	1	–	1	–	1	–	1	0	0
	Mathematics ,,	1, 2, 3	1	–	1	–	1	–	2	0	0
	College Fee,	–	–	–	–	–	–	–	0	5	0
Third Session.	English Language and Literature,	1, 2	10	–	10	–	10	–	2	0	0
	Chemistry,	1, 2, 3	11	–	11	–	11	–	2	0	0
	Metaphysics, or	1, 2	–	1	–	1	–	10	2	0	0
	History, or	1, 2	12	–	12	–	12	–			
	Political Economy,	1, 2	–	11	11	11	11	–			
	Zoology or Botany,	–	3	–	3	–	3	–	2	0	0
	College Fee,	–	–	–	–	–	–	–	0	5	0

Appendix A.

No. II. Faculty of Arts.

Honor Courses.

By the regulations of the University Senate, a Student of the third year may substitute for two courses in the ordinary curriculum the same number of honor courses.

Under this Regulation Candidates are at liberty to substitute one or two of the following courses for a like number of the courses set down in the above table for study in the Third Session, viz.:—

Greek,	Geology & Physical Geography,
Latin,	French,
Pure Mathematics,	German,
Mathematical Physics,	Italian,
Experimental Physics,	Logic;

provided that the Rules of the College Council admit of their making this substitution, and provided further that the courses substituted are courses specially preparing Students for one or more of the Honor Examinations for the degree of B.A.

Candidates are allowed under the same conditions to attend Honor Courses on two of the subjects, Metaphysics, History, and Political Economy, as two of the courses of the Third Session. Candidates who avail themselves of this permission are at liberty to attend the third of these subjects as another course of the Third Session.

A similar interpretation applies to the courses of Botany and Zoology, which will count as two courses of the Third Session, provided that one of them be an Honor Course, attended under the conditions stated above.

Outlines of the Courses of Lectures Delivered by the Professors of the Faculty of Arts.

Literary Division of the Faculty of Arts.

The Greek Language.

Professor, E. Vaughan Boulger, M.A.

Junior Class: Monday, Wednesday, Thursday, and Friday.
Xenophon—Memorabilia, Book I. Euripides—Alcestis.

Second Year: Monday, Tuesday, Wednesday, and Friday.
Homer—Odyssey, Book XXI., XXIV. Euripides—Hippolytus.
Demosthenes—Phillipic Orations.

Third Year: Tuesday, Thursday.
Aristophanes—Ranæ. Plato—Phœdon. Thucydides, Book III.

Exercises in Prose and Verse, according to the proficiency of the Students.

The Latin Language.

Professor, Bunnell Lewis, M.A., F.S.A.

Senior Class, Monday, Wednesday, and Friday:
Tacitus—Germania.
Terence—Adelphi.

Junior Class, Monday, Tuesday, Wednesday, and Thursday:
Horace—Epistles.
Cicero—Ad Familiares, I., II.

Exercises in both Classes chiefly from Arnold's Introductions to Latin Composition.

Extra and Third Year's Class, Tuesday and Thursday:
Cicero—Academica.
Plautus—Mostellaria.

In this Class special attention is paid to original Composition, and to translation from English Authors into Latin.

History, the English Language and English Literature.

Professor, GEORGE FRANCIS ARMSTRONG, M.A.

1st and 2nd Term. } History—Monday, Wednesday, and Friday.
2nd Term—The English Language—Tuesday, Thursday, and Saturday.
1st and 2nd Term. } English Literature—Tuesday, Thursday, Saturday.

History:

European History—From the Decline of the Roman Empire to the present time.

THE ENGLISH LANGUAGE.

The History of its development.

Books recommended:—

Morris—Historical Outlines of English Accidence.
Trench—Study of Words; English, Past and Present.
Marsh—Lectures on the English Language.
Rask—Anglo-Saxon Grammar (edited by Thorpe); or Vernon—Anglo-Saxon Guide.
Thorpe—Analecta Anglo-Saxonica.
Morris and Skeat—Specimens of Early English.
Morris—The Prologue to Chaucer's Canterbury Tales, and the Editor's Introduction.
Skeat—Specimens of English Literature.
Rushton—Rules and Cautions in English Grammar.
Max Müller—Science of Language.
Whately—Elements of Rhetoric.
Campbell—Philosophy of Rhetoric.

Essays and Translations will be required of the Students from time to time.

ENGLISH LITERATURE.

History and Criticism of the Literature of England from the earliest period to the present day.
The Lives of the Great English Writers.
The Epochs of Foreign Literature which have most affected the form and spirit of the Literature of England.

Books recommended:—

Morley—A First Sketch of English Literature.
Shaw—Manual of English Literature (edited by Dr. Smith).
Craik—History of English Literature.
Chambers—Cyclopædia of English Literature.
Hallam—Introduction to the Literature of Europe.
Taine—History of English Literature, translated by H. Van Laun.

Critical Essays on subjects treated of in the Lectures will be required of the Students at set times.

Modern Languages.

Professor, R. DE VERICOUR, M.A.

French Class (Medical), Mondays, Wednesdays, and Fridays, at 12 o'clock.
Senior French (Arts and Engineering), Mondays, Wednesdays, and Fridays, at 1 o'clock.
Junior French Class (Arts and Engineering), Mondays, Wednesdays, and Fridays, at 2 o'clock.
German or Italian, Tuesdays and Fridays, at 2 o'clock.
Medical French—L'Année Scientifique pour 1874, par Louis Figuier (Hachette, King William Street, London.) Extracts from Bichat, Andral, Lallemand, and Chomel. Weekly Lectures on the Grammar and Idioms.
Senior and Junior French—Textes classiques de la Littérature Française par S. Demogeot. Fables de Lafontaine. Histoire de la Revolution Française, par Mignet. Histoire de la Littérature Française, par Demogeot. Weekly Lectures on the Grammar and Idioms.
Italian—Silvio Pelico. Tasso. Extracts from Macchiavelli, Guicciardini, Manzoni. Weekly Lectures.
German—Göethe's Ballads and Iphigenie. Schiller's Wilhelm Tell. National Literatur, von A. F. Villmar Weekly Lectures.

Appendix A.

No. II. Faculty of Arts.

Science Division of the Faculty of Arts.

Mathematics.

Professor, Charles Niven, M.A.

Junior Class, Monday, Wednesday, and Friday.
Subjects—Arithmetic, Algebra, Geometry, and Plane Trigonometry.

Second Year's Class, Monday, Wednesday, and Friday.
Subjects—Analytical Geometry, Trigonometry, Differential and Integral Calculus.

Third Year's Class:
Subjects—Geometry of three dimensions, Differential Equations, &c.
Exercises are regularly set in each of the Classes.

Logic and Metaphysics.

Professor, George Sidney Read, M.A.

2nd Term, . Logic, . Tuesday, Thursday, and Saturday.
1st & 2nd Terms, Metaphysics, Do. do. do.

LOGIC.

This Course consists of:—

I.—Lectures, Examinations, and Exercises in Aldrich's Compendium of Logic, occupying the early part of the Term, &c.

II.—A full discussion of Classification, the Theory of Hypothetical Syllogisms and of Induction, and the Analytic of Logical Forms, as contained in the works of Mill, Whately, Thompson, and Baynes.

Throughout the Course the Students will be expected to familiarize themselves with the reduction of arguments to their strict Logical Form by written exercises, which will be examined by the Professor.

METAPHYSICS.

This Course will embrace:—

I.—The Philosophy of the Inductive Sciences, illustrated by reference to Lord Bacon, Whewell, and Mill; and—

II.—The History of Mental Philosophy, comprising—

1st—The origin, progress, and development of Modern Philosophy anterior to the rise of the Scottish School.

2nd—A critical examination of the works of the more celebrated writers of that School.

3rd—A brief view of the present state of Philosophy in the British Islands and on the Continent.

Political Economy.

Professor, Richard Horner Mills, M.A.

Political Economy.—The nature and distribution of wealth, the principles which regulate Rents, Profits, and Wages; the Principles of Commerce, of Taxation, of the Funding System, and of Currency and Banking.

Books recommended:—

Adam Smith—Wealth of Nations.
Senior—Political Economy.
Fawcett's Manual of Political Economy.
John Stuart Mill—Political Economy.
Richard H. Mills—Lectures on Currency and Banking (Second Edition).
M'Culloch—Taxation and Funding (Third Edition).
Goschen on Foreign Exchanges.

The Course consists of Twenty-four Lectures, delivered in the months of December, February, and March; the Students are required in the intervals to prepare the subjects which will be pointed out by the Professor.

Chemistry.

Professor, MAXWELL SIMPSON, B.A., M.D., F.R.S.

Monday, Wednesday, and Friday.

The Course is divided into Inorganic and Organic Chemistry.

In the first part are discussed the Laws of Combination and Affinity, Molecular Chemistry and Crystallography, and the History of the Non-Metallic and Metallic substances.

In the Organic portion of the Course will be considered the subjects of Organic Analysis, Organic Series, Compound Radicals and Types, Metamorphosis of Organic Bodies, History of special Animal and Vegetable Bodies.

In treating of the Laws of Chemistry, and the History of Inorganic and Organic Bodies, those points will be chiefly dwelt upon which have a practical bearing in the Arts, Medicine, Engineering, and Agriculture. Thence, during the Course, attention will be directed to the application of Chemistry to Medicine and Physiology, to Metallurgic Operations, Chemical Manufactures, Building Materials, Soils, Manures.

Fee, for each Sessional Course, £2. Each subsequent Course in Medicine, £1.

Text Books recommended—Roscoe, Williamson, Fownes, Miller, Regnault, Galloway's Qualitative Analysis, Naquet's Chemistry, Armstrong's Organic Chemistry, Schorlemmer's Chemistry of Carbon Compounds.

Analytical Chemistry:

The Chemical Laboratory is open daily, except on Saturdays, from 10 to 4 o'clock, under the superintendence of the Professor, to students desirous of prosecuting an extended course of qualitative and quantitative analysis, and for the purpose of original investigation in connexion with the arts, or in the higher departments of Scientific Chemistry.

Natural Philosophy.

Professor, JOHN ENGLAND, M.A.

Experimental Physics (Senior):

Text Books—Newth's Mechanics; Galbraith and Haughton's Manuals of Astronomy and Optics; Deschanel's Natural Philosophy.

Experimental Physics (Junior):

Text Books—Ganot, Traité de Physique.

Mathematical Physics:

Text Books—Duhamel's Mecanique. Parkinson's Optics. Brinkley's Astronomy.

Engineering Physics:

Text Books—Tate's Exercises in Mechanics; selections from the works of Mosly, De Pambour, Weisbach; Twisden's Practical Mechanics, &c.

Natural History.

Professor, JOSEPH REAY GREENE, B.A., M.D.

Monday, Wednesday, and Friday.

The Professor of Natural History delivers a course of Lectures on Zoology and Botany.

Students may obtain Certificates of Attendance on either or both of these subjects. The Zoological part of the course will extend from the first Lecture-day in November to the end of February. The Botanical Lectures will occupy the remainder of the Session.

Under Zoology will be discussed the Principles of Biology.

ZOOLOGY.

GENERAL ZOOLOGY.—Advantages, data, methods, definition and divisions of the science. Animal morphology and physiology. Systematic zoology.

GENERAL ANATOMY.—The tissues of animals; simple and compound tissues; systems of simple tissues; inner and outer tissues; lower and higher tissues. Indifferent tissues; epithelial tissues; connective tissues; contractile tissues; nervous tissues.

Appendix A.

No. II. Faculty of Arts.

PHYSIOLOGICAL ANATOMY AND SPECIAL PHYSIOLOGY.—The organism, its apparatus, organs (compound, simple, and elementary), and physiological units. Structure and function; modes of function. The organism, as dependent on supplies of matter from without and the action of incident forces; transmutations of energy effected by the organism; internal and external work. Organs of nutrition; metamorphosis of tissue. Organs of assimilation:—the blood; organs of circulation and sanguification; organs of respiration; organs of alimentation; organs of secretion. The nervous system and organs of sense. Organs of motion and support. Electric organs. Organs of generation.

HOMOLOGIES OF ANIMALS.—Type or plan of structure; the relative position of parts. Morphological units. Antimeres. Metameres and parts of metameres. Layers of the germ and their derivatives. Outgrowths and other processes. Anterior and posterior, right and left, dorsal and ventral, neural and hæmal, actinal and abactinal regions.

SYNTHETIC MORPHOLOGY.—Forms of simple animals, as resulting from their (*a*) symmetry, (*b*) predominant directions of growth, and (*c*) the production of external processes. Asymmetrical animals. The principal modes of animal symmetry:—symmetry of the point, of the line, and of the plane; intermediate forms; doubly symmetrical animals. The various forms of compound animals.

DEVELOPMENT OF ANIMALS (ONTOGENY),—Embryogenesis and metagenesis. Direct development. Development with metamorphosis. Fission. Gemmation. Alternation of generations. Pædogenesis. Other modes of development. Ontogeny in relation to animal morphology.

THE HIGHER PHYSIOLOGY.—Law of inheritance. Variation of animals. Distribution. Animal Palæontology:—appearance, succession, extinction, and persistence of animal groups. Origin of species; phyllogeny; relation of phyllogeny to ontogeny.

ZOOLOGICAL CLASSIFICATION.—Its object, data, difficulties, methods, and results. Characters of animals. Groups of animals. Zoological nomenclature. Definition of animal groups. Verification of zoological systems.

INVERTEBRATE ANIMALS.—Protozoa and Metazoa (Cœlentera and the higher Invertebrata). Classes of Invertebrata:—Rhizopoda, Gregarinæ, Infusoria, Spongiæ, Hydrozoa, Anthozoa, Ctenophora, Echinoderma, Enteropneustæ, Gephyriæ, Nemathelminthes, Rotatoria, Platyelminthes, Annulata, Crustacea, Insecta, Cephalopoda, Cephalophora (Heteropoda, Gasteropoda, Pteropoda and Scaphopoda), Lamellibranchiata, Brachionopoda, and Bryozoa. The provinces of the higher Invertebrata:—Echinoderma, Helminthes, Annulata, Arthropoda, and Mollusca.

VERTEBRATE ANIMALS.—Comparison with invertebrates. Doubtful position of Tunicata. Classes of Vertebrates:—Fishes, Batrachians, Reptiles, Birds, and Mammals. Provinces of Vertebrata:—Branchiata (or Ichthyopsida), Monocondyla (or Sauropsida), and Vivipara.

BOTANY.

GENERAL BOTANY.—The parts of plants; Protoplasm and vegetable cells; Tissues of plants. Life of plants. Classification of plants. Distribution of plants.

CRYPTOGAMIC BOTANY.—Cryptogams: Algæ; Mycetes; Mosses and allied plants; Vascular Cryptogams. Homologies of Cryptogams.

GENERAL MORPHOLOGY OF PHÆNOGAMS.—The Stem. Buds and Branches. Roots. Leaves. Flowers. The Fruit and Seed. Homologies and development of Phænogams.

SPECIAL MORPHOLOGY OF PHÆNOGAMS.—Gymnosperms and Angiosperms. Dicotyledons—Thalamiflorals; Disciflorals; Calyciflorals; Gamopetals; Apetals. Monocotyledons—Epigynous Monocotyledons; Apogynous Monocotyledons.

Those who wish fully to profit by the above Lectures would do well to read, before attending them, Huxley's Lessons in Elementary Physiology; Mivart's Lessons in Elementary Anatomy; and Oliver's Lessons in Elementary Botany.

Geology and Mineralogy.

Professor, ROBERT HARKNESS, F.R.SS.L. & E., F.G.S.

Tuesday, Thursday, and Saturday.

General Structure of the Earth; the causes at present in operation which modify its surface; Nature of Rocks which enter into composition with the crust of the Globe; description and classification of Sedimentary Deposits;

Organic Remains; Physical Geography of the Earth during the several geological epochs; characters and nature of Igneous, Plutonic, and Metamorphic Rocks; Mineral Veins—their contents and mode of occurrence; application of Geology to Engineering and Mining.

Forms, Structure, Physical and Chemical characters of Minerals; descriptions of the most important simple minerals—circumstances and conditions under which they are found.

Text Books—Lyell's Students Elements of Geology—Herschell's Physical Geography—Nicol's Manual of Mineralogy.

Scholarships.

In the Faculty of Arts, there are Thirty Junior and Seven Senior Scholarships. Of the former there are awarded—

To Students of the first year, 5 in Literature and 5 in Science.
" second " 5 " 5 "

The Scholarships of the second year are held for two years under certain conditions.

The Senior Scholarships in Arts are tenable only by Graduates of less than two years' standing from the time of taking the Degree of B.A. They are thus appropriated:—

One in the Languages, Literature, and History of Ancient Greece and Rome.

One to Modern Languages, Literature, and History, viz., English Language, Literature, and Composition; European and English History; the French Language, with German or Italian.

One to Mental and Social Science, viz., Logic, Metaphysics, and Political Economy.

One to Mathematics, viz., Pure Mathematics.

One to Natural Philosophy, viz., Experimental Physics, and Mixed Mathematics.

One to Chemistry, viz., Theoretical and Practical Chemistry.

One to Natural History, viz., Zoology and Botany, Geology, and Physical Geography.

Subjects of Examination for Literary Scholarships of the First Year.

The Greek Language:

Homer—The Iliad, Books I., II., III., IV., V., and VI.
Euripides—Phœnissæ.
Xenophon—The Anabasis, Books I., II., III., IV.
Lucian—Walker's Selections.
Greek Prose—Translation of short sentences from English into Greek.

The Latin Language:

Virgil—First six Books of the Æneid; the Georgics.
Horace—First two Books of the Odes, the Satires, and the Epistles, Books I., II.
Cicero—De Senectute, De Amicitiâ.
Sallust—Conspiracy of Catiline, and Jugurthine War.
Cæsar—The Gallic War, Books V., VI.
Latin Prose—Re-translations from English into Latin, of portions of Cicero.
N.B.—The Examination in Greek and Latin was conducted partly *vivâ voce*, and partly by printed questions.

The English Language:

English Grammar (Bain's English Grammar recommended). History of the English Language—Craik's Outlines. Composition—A theme will be proposed by the Examiner.

History and Geography:

Grecian History to the Death of Alexander the Great (Smith's History of Greece recommended).
Roman History to the Accession of Augustus (Liddell's History of Rome recommended).
Outlines of Ancient and Modern Geography.
Modern Geography (Clyde's School Geography recommended).

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No. II. Faculty of Arts.

Subjects of Examination for Literary Scholarships of the Second and Third Years.

The Greek Language:

Euripides—Hippolytus.	Herodotus—Book I., cc. 1 to 100 inclusive.
Plato—Phaedon.	

Prose Composition.

The Latin Language:

Virgil—Eclogues and Æneid.	Juvenal—Satires I., III., VIII., X., XIII., XIV.
Horace.	
Terence—Heauton Timorumenos.	Livy, Book IV.
Cicero—Tusculan Disputations.	Tacitus—Histories, Book I.

Composition in prose and verse.

The English Language:

Morris—Historical outlines of English Accidence, Chaps. I., II., III., IV., V
Rask—Anglo-Saxon Grammar, edited by Thorpe.
The English of Chaucer, as illustrated by the Prologue to the Canterbury Tales. Morris's Edition, with the Editor's Introduction.
The History of the English People, to the accession of Henry IV.
English Composition.

The French Language:

Molière—L'Avare; Le Misanthrope.
Lafontaine—Fables.
Histoire de la Littérature Française, par Demogeot.
Translation from English into French.

Subjects of Examination for Science Scholarships of the First Year.

Arithmetic.

Mensuration of Rectilineal Figures and of the Circle.

Algebra:

The Solution of Simple and Quadratic Equations, with one or more unknown quantities. Easy questions in the application of Algebra to Geometry. Arithmetical and Geometrical Progressions. The nature of Logarithms.

Euclid:

Books I., II., III., and IV., with deductions.

Trigonometry:

Definitions of the Sine, Tangent, &c., of an angle. The easier analytical formulæ. The Solution of Plane Triangles, with demonstrations. Nature and Use of the Tables.

Subjects of Examination for Science Scholarships of the Second and Third Years.

The Higher Arithmetic, with Mensuration.

Algebra:

The Solution of Equations, with one or more unknown quantities. Elimination. Theory and use of Logarithms. Theory of Equations. Binomial and Exponential Theorems. Compound Interest and Annuities.

Geometry:

Wilson's Elementary Geometry; Euclid, Book VI.; Definitions of Book V., and first 21 Propositions of Book XI., with deductions. Analytical Geometry.

Trigonometry:

The Solution of Plane Triangles, with demonstrations of the formulæ. Theorems relating to single arcs. Theorems relating to the sums and differences of arcs. Application to heights and distances.

*For the Senior Scholarships in the Greek and Latin Languages, and Ancient History.**

The Greek Language:

Æschylus—Septem contra Thebas.

Together with the subjects for the B. A. Honor Examination at the University.

* Where more than one subject enters into the examination for Senior Scholarships, a competent knowledge of all these subjects is required from the successful candidate.

Composition in Attic Prose.
Greek Literature and History.

The Latin Language:

Virgil.
Horace.
Lucretius, Books I., II.
Ovid—Fasti, Book I.
Persius.
Terence—Andria.
Plautus—Capteivei.

Cicero—De Oratore.
,, Tusculan Disputations.
,, Ad Atticum, Books I., II.
,, Actiones Verrinæ.
Livy—Books IV. and XXII.
Tacitus—The Annals, Books I. to IV. inclusive.

Composition in prose and verse.

For Senior Scholarships in Modern Languages, Literature, and History.

The French Language:
Lavallée—Histoire des Français.
Histoire de la Littérature Française, par Demogeot ou Nisard.

The German Language:
Nationalliteratur, von A. F. Vilmar.
Schiller's Maria Stuart.
Goethe's Iphigenie.

The Italian Language:
Tasso—La Gerusalemme Liberata—first five Cantos.
Dante's Inferno—Italian Literature, published by Messrs. Chambers.

Translation from English into French, German, or Italian.

English:

THE ENGLISH LANGUAGE.

The History of the English Language.

ENGLISH LITERATURE.
Chaucer—The Man of Lawe's Tale.
Spenser—The Faërie Queene, Book I.
Shakspere—Macbeth. King Lear.
Milton—Paradise Lost, Books I., II.
Dryden—Mac Flecknoe.
Pope—Essay on Man.
Wordsworth—Poems of the Imagination, to the end of the stanzas on the Power of Sound.

History:
The History of Europe during the Middle Ages.

For the Senior Scholarship in Mathematics.

The subjects of previous Examinations (for which see page 34), with the following additions:—
Analytical Geometry of Three Dimensions.
Differential Equations.

For the Senior Scholarship in Natural Philosophy.

Todhunter's Statics, Tait and Steel's Dynamics.
Brinkley—Elements of Astronomy, including the Appendix.
Parkinson's Optics.
Everett's Translation of Deschanel's Natural Philosophy.

For the Senior Scholarship in Mental and Social Sciences.

The subjects discussed in the Lectures of the Professors, with the following additions:—

Metaphysics and Logic:
Sir William Hamilton's Philosophical Essays and Notes on Reid.
Mill—System of Logic, Book III. to the end of Volume I.

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No. II. Faculty of Arts.

Political Economy:
Principles of Political Economy, by John Stuart Mill.
Senior's Political Economy.
Goschen on Foreign Exchanges.
R. H. Mills—Lectures on Currency and Banking—second edition.
The value attached to the subjects will be in the following proportions, viz.:—
Metaphysics and Logic, . . . 60
Political Economy, . . . 40

For the Senior Scholarship in Chemistry.

Chemical Physics (in Miller's Chemistry).

Inorganic Chemistry:
General principles of Chemical Philosophy. Modern views of Chemistry. Crystallography.
Chemistry of the Metals. Constitution of Salts. Metallurgy.

Organic Chemistry:
Ultimate analysis of Organic Bodies. Recent views of the constitution of Organic Bodies. Empirical and Rational formulæ. Determination of the density of Vapours. Law of Substitution. Homologous Series. Chemical Types. Preparation and Properties of the Alcohol Series and their Derivatives. Cyanogen, its Compounds and Derivatives. Organic Bases of Artificial Origin.

Practical Chemistry:
The Analysis of Mixtures, containing two or more Acids and Bases.

For the Senior Scholarship in Natural History.

The Lectures of the Professors.
Henfrey—Elementary Course of Botany. (Second Edition, by Dr. Masters). Parts I. and III.
Hooker, J. D.—The Students' Flora of the British Islands (The Characters of the Orders and Tribes).
Huxley, T.—Lessons in Elementary Physiology.
Mivart, St. J.—Lessons in Elementary Anatomy.
Rolleston—Forms of Animal Life.
Lyell—Students' Elements of Geology.

See Appendix No. I., p. 23, for the University Exhibitions and Prizes in the Faculty of Arts.

No. III.—Faculty of Law.

No. III. Faculty of Law.

Degrees.

Candidates for the Diploma of Elementary Law must have passed a Matriculation Examination, and pursued the following

Course of Study for the Diploma of Elementary Law.

FIRST SESSION.

Law of Real Property, Principles of Conveyancing; Jurisprudence.

The Course of the Professor of English Law for the First Year's Class comprises Elementary Instruction in the Law of Real Property, and in practical Conveyancing. The text-book read is "Williams on Real Property."

The following works are recommended for perusal:—

Blackstone's Commentaries, by Stephen, Vol. I., and Vol. II. of Kerr's edition of the same work.

SECOND SESSION.

Law of Personal Property, Equity, and Bankruptcy; Civil Law.

The Course of the Professor of English Law for the Second Year's Class comprises instruction in the Law of Personal Property, Equity,

Bankruptcy, and the practice relating to those branches of Law. The text-books read are, "Smith on Contracts," "Williams on Personal Property," and "Snell's Principles of Equity."

The following are recommended for perusal:—

Blackstone's Commentaries, by Stephen, Vol. II., same, by Kerr, Vol. II., Smith's "Mercantile Law," Smith's "Manual of Equity," Story's "Equity Jurisprudence," Vol. I.; Kisbey on the Bankruptcy Acts, 1857 and 1872; the Debtors' Act, 1872.

THIRD SESSION.

Common and Criminal Law.

The Course of the Professor of English Law for the Third Year's Class comprises the History, Constitution, and Jurisdiction of the several Courts of Justice, and their Procedure. The text-books are the third and fourth volumes of Blackstone's Commentaries, editions by Stephen and Kerr.

The following works are recommended for perusal:—

"Broom's Common Law," "Broom's Legal Maxims," "Smith's Leading Cases," "Copinger's County Courts," by Johnstone, Common Law Procedure Acts, 1853 and 1856, &c., by Bewley and Nash; Woolrych's Criminal Law, or Russell on Crimes.

Candidates for the Degree of LL.B. will be admitted to Examination for that Degree from the Queen's University in Ireland, provided they shall have proceeded to the Degree of A.B., and shall have attended the Lectures and passed the Examinations prescribed for the Diploma of Elementary Law.

Students who have obtained the Degree of LL.B. will, at the expiration of two years after they have obtained the Degree, be admitted to the Examination for the Degree of LL.D. They are examined in the Laws of the Admiralty and Ecclesiastical Courts of England and Ireland, and in International Law, for which Examination the following Books are suggested:—

Lord Hale's Treatise, De Jure Maris.
Dr. FitzHenry Townsend's statement of the differences in Jurisdiction and Practice between the English and Irish Courts of Admiralty, annexed to the Report of the Royal Commission of Inquiry, 1864.
Rogers' Ecclesiastical Law.
Wheaton's International Law.
"Historicus," Letters of, on International Law.

Lectures.

The complete Course for each Class consists of Twenty-four Lectures, by the Professor of English Law, in each Collegiate Session of three years, and of Twenty-four Lectures by the Professor of Jurisprudence, in each course of the first two years. The Lectures are delivered after Michaelmas Law Term, in the month of December, and after Hilary Law Term, in the months of February and March. Five-sixths of the Lectures in each Course must be attended.

Students proceeding to the Irish Bar, if they be Graduates in Arts of the Queen's University, and have attended for one year the Lectures, and passed the Examinations of the Professors of Law in any of the Queen's Colleges, will under the rules made by the Benchers of the King's Inns in Trinity Term, 1876, be required to attend but for one year at the Lectures, and on two only of the Professors of the King's Inns.

Students proceeding to the Irish Bar, who are not Graduates in Arts of the Queen's University, but have for one year attended the Lectures of the Professors of Law in any of the Queen's Colleges, will be required to attend for two years at the Lectures of the Professors of the King's Inns.

Graduates, or Undergraduates, are excepted from the operation of the Benchers' rule requiring Law Students to pass an examination in the English Language and Literature, and the Latin Language.

With respect to Students for the English Bar, the Council of Legal Education may accept a Degree in Law granted by the Queen's University, as an equivalent for the Examination to be passed in any of the following subjects,

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No. III.
Faculty of Law.

viz. :—Roman Civil Law; the Law of Real and Personal Property; provided the Council is satisfied that the Student, before he obtained his Degree, passed a sufficient Examination in such subject or subjects.

Students preparing for the profession of Attorney or Solicitor in Ireland, can save two years of their apprenticeship by taking the Degree of B.A. or of LL.B., in the Queen's University.

Students intending to proceed, so as to entitle themselves to serve an apprenticeship of four years instead of five, under the Attorneys' and Solicitors' Act, Ireland, 1866, must enter their names with one of the Registrars of the Queen's Colleges of Cork, Belfast, or Galway, and pay the necessary College and Class Fees to the Bursar before the commencement of the Law Lectures in each Session. Such Students need not pass the Matriculation Examination, but must attend the Lectures, and pass the College Examinations prescribed for the first and second years, of the course of study for Candidates for the Diploma in Elementary Law.

Scholarships.

Subjects of Examination.

FIRST YEAR.

Examination by the Professor of Jurisprudence:—

Reddie's Inquiries in the Science of Law.
Adam Smith's Wealth of Nations—Book III.
Hallam's Middle Ages—Chap. 2 and 8.

Examination by the Professor of English Law:—

Williams—Principles of the Law of Real Property.

SECOND YEAR.

By Professor of Jurisprudence.

The Lectures of the Professor in the First Year.
Ancient Law, by H. S. Maine.
The Chapters on Social Science in J. S. Mill's Logic—Book VI., Chap. 6, to end of the Book.
Austin's Jurisprudence, Vol. 1, 3rd Edition.

By Professor of English Law.

The Lectures of the Professor for the preceding year.
Smith—Manual of Equity Jurisprudence.
Williams—Principles of the Law of Personal Property.
Smith—On Contracts.

THIRD YEAR.

By Professor of Jurisprudence.

Austin's Jurisprudence, Vol. 2, 3rd Edition.
Sandar's Justinian, and the Lectures of the Professor, in the first and second year.

Note.—The following works, in addition to the text-books mentioned, should be referred to in connexion with the principal subjects discussed in the Lectures on Jurisprudence:—

Dumont's Bentham (translation by Hildreth), "Principles of Legislation," and 1st and 2nd parts of the "Principles of the Civil Code."
Stephens' "Criminal Law."
Spence's Equity Jurisprudence. Vol. I., Part I.
Mackenzie's Roman Law.

By Professor of English Law.

The Lectures of the Professor for the preceding years.
Smith—Leading cases on branches of the Law.
Storey—Equity Jurisprudence.

The Senior Law Scholarship will be awarded, by Examination, to the most distinguished Student who shall have proceeded in the Course of Arts to the Degree of A.B., and who shall have completed the Course of Legal Study prescribed to Candidates for the Degree of LL.B. in the Queen's University in Ireland.

Examination for the Senior Scholarship in Law.

The Lectures of the Professors and subjects appointed for Scholarship Examination in the preceding years.
Sugden—The Law of Vendors and Purchasers.
Furlong—Law of Landlord and Tenant.
Taylor—Treatise on the Law of Evidence.
Stephen—Treatise on the Principles of Pleading.
Stephen—Commentaries, Books V., VI.
Hallam—Constitutional History.
Broom's Constitutional Law.
Spence's Equity Jurisprudence, Vol. I., Part 1.

No. IV.—Faculty of Medicine.

Degrees of M.D. and M.Ch.*

Students who wish to obtain the Degree of M.D., or of M.Ch. in the Queen's University, must be matriculated Students of one of the Queen's Colleges, and must pursue the courses of study prescribed by the Senate of the University.

Medical Students may matriculate either at the General Matriculation Examination (held in 1874, on the *20th of October*), or at the Supplementary Examination held in the second or third week of *November*.

The following are the Regulations of the Senate concerning those Degrees:—

Each Candidate for the Degree of Doctor in Medicine or Master in Surgery is required—

1st—To have passed in one of the Colleges of the Queen's University the Entrance Examination in Arts, and to have been admitted a Matriculated Student of the University.

2nd—To have attended in one of the Queen's Colleges, Lectures on one Modern Continental Language for six months, and Lectures on Natural Philosophy for six months.

3rd—To have also attended, in some one of the Queen's Colleges, at least two of the courses of Lectures marked with an asterisk. For the remainder of the courses, authenticated certificates will be received from the Professors or Lecturers in Universities, Colleges, or Schools, recognised by the Senate of the Queen's University in Ireland.

4th—To pass two University Examinations—the First University Examination, and the Degree Examination.

The Curriculum shall extend over at least four years, and shall be divided into periods of at least two years each.

Candidates are recommended to pass the Matriculation Examination prior to entering on the second period.

It is recommended that the first period shall comprise attendance on the following Courses of Medical Lectures:—

* Chemistry.
* Botany, with Herborizations for practical study, and Zoology.
* Anatomy and Physiology.
* Practical Anatomy.
* Materia Medica and Pharmacy.

And that the second period shall comprise attendance on the following Courses of Medical Lectures:—

Anatomy and Physiology (Second Course).
Practical Anatomy (Second Course).
* Theory and Practice of Surgery.
* Midwifery.
* Theory and Practice of Medicine.
* Medical Jurisprudence.

* The regulations under which degrees in Surgery will be conferred on Candidates who graduated in Medicine before the year 1865, may be learned on application to the Secretary of the Queen's University.

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In addition to the above Courses of Lectures, Candidates shall have attended during either the first or second period—

A Modern Continental Language (in one of the Colleges of the University).
Experimental Physics (in one of the Colleges of the University).

Also, during the first period—

Practical Chemistry (in a recognised Laboratory).
Medico-Chirurgical Hospital (recognised by the Senate) containing at least sixty beds, together with the Clinical Lectures therein delivered, at least Two each Week—a Winter Session of Six Months.

And during the second period—

Practical Midwifery, at a recognised Midwifery Hospital with the Clinical Lectures therein delivered—for a period of Three Months, in an Hospital containing not less than Thirty beds; or six Months, in an Hospital containing not less than Fifteen beds.
Medico-Chirurgical Hospital (recognised by the Senate) containing at least sixty beds, together with the Clinical Lectures therein delivered—Eighteen Months; including either three Winter Sessions of Six Months each, or two Winter Sessions of Six Months each, and two Summer Sessions of Three Months each.

Medical Examinations are held in June, and in September and October.

The June Examinations are Pass Examinations, and commence on the Tuesday following the Second Saturday in June.

The Honor Examinations commence on the last Tuesday in September, and are followed by Pass Examinations.

Each Candidate for Examination in June must forward to the Secretary, on or before the first of June, notice of his intention to offer himself as a Candidate along with his Certificates; and each Candidate for Examination in September or October must forward similar notice, along with his certificates.

Lectures.

The Medical Session was opened on Tuesday, 2nd November, 1875, and the Courses of Lectures commenced as under:—

Anatomy and Physiology.

Tuesday, 2nd of November, at One o'clock, and continued daily, except on Saturdays, at the same hour.

Practice of Medicine.

Wednesday, 3rd of November, at Three o'clock, and continued on Mondays, Wednesdays, and Fridays, at the same hour.

Practice of Surgery.

Tuesday, 2nd November, at Four o'clock, and continued on Tuesdays and Thursdays, at Four o'clock, and Saturdays, at One o'clock.

Materia Medica.

Tuesday, 2nd November, at Three o'clock, and continued on Tuesdays and Thursdays, at Three o'clock; and on Saturdays, at Twelve o'clock.

Medical Jurisprudence.

Tuesdays, Thursdays, and Saturdays, at Two o'clock, concurrently with Law Course.

Midwifery.

Wednesday, 3rd November, at Four o'clock, and continued on Mondays, Wednesdays, and Fridays, at the same hour.

The Anatomical Demonstrations

Commenced on 2nd of November, and were continued daily at Twelve o'clock, except Saturdays.

The Course of Practical Anatomy was conducted by the Professor of Anatomy and Physiology, assisted by Demonstrators.

Chemistry.

Monday, Wednesday, and Friday, at Eleven o'clock.

Practical Chemistry.

Monday, Wednesday, and Friday, at Two o'clock. (See note, p. 23.)

Zoology and Botany.

Monday, Wednesday, and Friday, at Three o'clock.

Natural Philosophy.

Tuesdays and Thursdays.

Modern Languages.

Monday, Wednesday, and Friday.

The following Curriculum is recommended for all Medical Students:—

FIRST YEAR.
Anatomy and Physiology.
Chemistry.
French or German.
Natural Philosophy.
Zoology and Botany.

SECOND YEAR.
Anatomy and Physiology.
Materia Medica.
Practical Anatomy.
Practical Chemistry.

THIRD YEAR.
Surgery.
Midwifery.
Practical Anatomy.

FOURTH YEAR.
Practice of Medicine.
Medical Jurisprudence.

NOTE.—The 16th of November will be the last day for entering for the Six Months' Courses of Lectures in the above Curriculum. All the Lectures are recognised by the Queen's University in Ireland, by the Universities of London, Glasgow, Aberdeen, and St. Andrew's; the Colleges of Surgeons of Dublin, Edinburgh, and London; by the Apothecaries' Companies, by the Army, Navy, and East India Medical Boards, &c., &c.

TABLE OF FEES.

FIRST YEAR.

	£	s.	d.
Anatomy and Physiology,	3	0	0
French,	2	0	0
Natural Philosophy,	2	0	0
Natural History,	2	0	0
Chemistry,	2	0	0
College Fee,	0	10	0

SECOND YEAR.

	£	s.	d.
Anatomy and Physiology, if a Second Course,	2	0	0
Practical Anatomy,	3	0	0
Practical Chemistry,	3	0	0
Materia Medica,	2	0	0
College Fee,	0	5	0

THIRD YEAR.

	£	s.	d.
Practical Anatomy,	3	0	0
Midwifery,	2	0	0
Surgery,	2	0	0
College Fee,	0	5	0

FOURTH YEAR.

	£	s.	d.
Medical Jurisprudence,	2	0	0
Medicine,	2	0	0
College Fee,	0	5	0

HOSPITAL ATTENDANCE.

Clinical Lectures on Medicine and Surgery are delivered at the North and South Infirmaries, by the Physicians and Surgeons of those Institutions.

	£	s.	d.
Fee for twelve months,	8	8	0
Fee for six months,	5	5	0

Practical Pharmacy at the same Infirmaries:

	£	s.	d.
Fee for three months,	3	3	0

Clinical Midwifery at the Lying-in Hospital, with Practical Attendance upon Thirty Midwifery cases:

	£	s.	d.
Fee for six months,	3	3	0

Further information may be had from the Medical Officers at the Infirmaries.

Appendix A.

No. IV. Faculty of Medicine.

Scholarships.

There are Eight Scholarships in the Faculty of Medicine, which are thus allotted:—

To the First Year—Two—One for Literature and one for Science.
" Second do. Two.
" Third do. Two.
" Fourth do. Two.

Subjects of Examination.

Scholarships of First Year.

1. literary scholarship.

The Greek Language:
Homer—The Iliad, Books I., II., III., IV., V., and VI.
Euripides—Phœnissæ.
Xenophon—The Anabasis, Books I., II., III., IV.
Lucian—Walker's Selections.
Greek Prose—Translation of short sentences from English into Greek.

The Latin Language:
Virgil—First Six Books of the Æneid, the Georgics.
Horace—First Two Books of the Odes, the Satires, and the Epistles, Books I., II.
Cicero—De Senectute; De Amicitiâ.
Sallust—Conspiracy of Catiline and Jugurthine War.
Cæsar—The Gallic War, Books V., VI.
Latin Prose—Re-translations from English into Latin of portions of Cicero.
N.B.—The Examination in Greek and Latin was conducted partly *vivâ voce*, and partly by printed questions.

The English Language:
English Grammar. (Bain's English Grammar recommended).
History of the English Language—Craik's Outlines.
Composition—A theme will be proposed by the Examiner.

History and Geography:
Grecian History to the Death of Alexander the Great (Smith's History of Greece recommended).
Roman History to the Accession of Augustus (Liddell's History of Rome recommended).
Outlines of Ancient Geography.
Modern Geography (Clyde's School Geography recommended).

2. science scholarship.

Arithmetic:
Mensuration of Rectilineal Figures and of the Circle:
Algebra:
The Solution of Simple and Quadratic Equations, with one or more unknown quantities. Easy questions in the application of Algebra to Geometry. Arithmetical and Geometrical Progressions. The Nature of Logarithms.
Euclid:
Books I., II., III., and IV., with Deductions.
Trigonometry:
Definitions of the Sine, Tangent, &c., of an Angle. The easier analytical formulæ. The Solution of Plane Triangles with Demonstrations. Nature and use of the Tables.

Scholarship of the Second Year.

Anatomy and Physiology.	General Physics.
Chemistry.	Zoology and Botany.

The French Language.

Scholarship of the Third Year.

Anatomy and Physiology.	Materia Medica.
Practical Anatomy.	Practical Chemistry.

Scholarship of the Fourth Year.

Anatomy and Physiology.	Therapeutics.
Practical Anatomy.	Surgery.
Pathology and Morbid Anatomy.	Midwifery.

See Appendix No. I., p. 26, for the University Exhibitions and Prizes in the Faculty of Medicine.

No. V.—School of Engineering.

Degree in Engineering.

To obtain the Degree in Civil Engineering, Students must matriculate in Engineering, complete the prescribed course in one of the Queen's Colleges, and pass the University Examinations. Of these there are two; the Preliminary Examinations at the commencement of the third Session, and the Final Examination in the following September.

Each Candidate for the Degree in Civil Engineering is required—

1. To have been admitted a Matriculated Student of the Queen's University in the Department of Civil Engineering.
2. To have studied in the Colleges of the Queen's University the Course herein prescribed.
3. To have passed the University Examinations herein prescribed.

The Course for the Degree in Civil Engineering

Shall usually extend over Three Sessions, and shall comprise attendance on the following Curriculum:—

FIRST SESSION.

Mathematics (First Course).
Chemistry.
Modern Languages.
Geometrical Drawing.
Office Work.
Mineralogy, Geology, and Physical Geography.

SECOND SESSION.

Mathematics (Second Course).
Experimental Physics.
Civil Engineering.
Office Work.
Field Work.

THIRD SESSION.

Natural Philosophy, applied.
Mathematical Physics.
Civil and Mechanical Engineering.
Office Work.
Field Work.
Engineering Excursions.

Attendance on these Courses shall in all cases be understood to include passing such Examinations as may be appointed by the College Council, as well as the catechetical parts of the Courses of the Lecture.

Engineering Students shall reside at their respective Colleges during at least the first two Terms of each Session, and can be exempted from residence during the third Term also, only by a special grace of the College Council.

The study of the Engineering Curriculum may be extended over more than three Sessions, on the recommendation of the College Council, and under such regulations as the Council shall impose. Some relaxation of the order in which the subjects shall be studied will also be admitted, on the recommendation of the Council.

Candidates will, on the special recommendation of the College Council, be admitted to the Degree after two years' residence instead of three, if their previous acquaintance with a sufficient group of the subjects above set down for study in the First and Second Session is deemed by the Council satisfactory. In such cases the Certificate of the Council will be accepted in lieu of attendances upon these Courses, but will not exempt Candidates from the University Examinations in them.

In order to obtain this Certificate, Students must have attended previously at least one Session in Arts, or one year in an Engineer's office. On making application to the Council, such Students will be allowed to present themselves, at the time of Matriculation, for examination in the subjects of any four of the eight Courses of Lectures of the first two years. On passing this Examination, they will be allowed to take rank at once as Students of the second year, and will then be required to attend those other four Courses of Lectures only, in the subjects of which they have not passed; but they will not be eligible for the Scholarship of that year.

Appendix A.

No. V. School of Engineering.

The application to be admitted to this Examination must be lodged with the Registrar before the first day of the Session, and must state what are the four subjects in which the Students propose to offer themselves for Examination, and must be accompanied by a Certificate of the required attendance of one or more years in Arts or an Engineer's Office.

On passing the Sessional Examinations in the subjects of these four Courses of Lectures which they shall have attended as Students of the second year, they will be promoted to the rank of Students of the third year; and, on completing the regular Course of that year, will be furnished with the Certificate required by the Senate of the University.

The University Examinations shall extend to all the subjects of the above Curriculum. French will, in all cases, be required.

Candidates must present themselves before the close of their Collegiate Course for Examination in the following subjects, viz.:—Mathematics (*First Course*); Experimental Physics; Modern Languages; Geometrical Drawing (including Orthographic projection, Isometric projection, Descriptive Geometry, and Linear Perspective); Mathematics (*Second Course*); Mensuration, Levelling, and Mapping.

The final Examination shall extend to all the subjects of the Engineering Course, in which the Candidate shall not have previously passed. English Composition will form a part of each University Examination.

This Ordinance shall take effect from the first day of January, 1860; Students who shall have entered the Engineering Schools of the Colleges of Queen's University previously, may proceed either under the present Ordinance, or under that hitherto in force.

Lectures.

The Lectures in Engineering commenced on Monday, 26th October, 1874.

The following Table shows the various Classes which are to be attended in each year, with the corresponding days and hours of Lecture, and the College and Class Fee payable by Engineering Students:—

	CLASS.	Terms.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Fees. £	s.	d.
1st Session.	Mathematics (1st Course),	1, 2, 3	12	–	12	–	12	–	2	0	0
	Chemistry,	1, 2, 3	11	–	11	–	11	–	2	0	0
	Modern Languages,	1, 2, 3	2	–	2	–	2	–	2	0	0
	Geometrical Drawing,	1, 2, 3	10	–	10	–	10	–	2	0	0
	Office Work (10 A.M. to 2 P.M.)	1, 2, 3	–	10	–	10	–	10	2	0	0
	Mineralogy, Geology, and Physical Geography,	1, 2, 3	–	2	–	2	–	12	2	0	0
	College Fee,	–	–	–	–	–	–	–	0	10	0
2nd Session	Mathematics (2nd Course),	1, 2, 3	1	–	1	–	1	–	2	0	0
	Experimental Physics,	1, 2, 3	–	–	–	–	–	–	2	0	0
	Civil Engineering,	1, 2, 3	–	10	–	10	–	10	2	0	0
	*Office Work (10 A.M. to 2 P.M.)	1, 2, 3	–	10	–	10	–	10	2	0	0
	College Fee,	–	–	–	–	–	–	–	0	5	0
3rd Session.	Natural Philosophy, applied,	1, 2, 3	–	2	–	2	–	–	2	0	0
	Mathematical Physics,	1, 2, 3	1	–	1	1	1	–	2	0	0
	Civil and Mechanical Engineering,	1, 2, 3	12	–	12	–	12	–	2	0	0
	*Office Work (10 A.M. to 2 P.M.)	1, 2, 3	–	10	–	10	–	10	2	0	0
	College Fee,	–	–	–	–	–	–	–	0	5	0

* For Students who have attended this Course in their first year, the Fee is £1.

Outline of the Course of Lectures on Civil Engineering.

Professor, Alexander Jack, M.A.

First Year.

Monday, Wednesday, and Friday.

Subject of Lectures—Orthographic Projection; Descriptive Geometry; Shadows; Isometric Projection; Perspective; Geometry of the Oblique Bridge; Principles of Architecture.

Text Books--Hall's Descriptive Geometry; Engineer and Machinist's Drawing Book; Rickman's Architecture; Buck on Oblique Bridges.

SECOND YEAR.

Tuesday, Thursday, and Saturday.

Subject of Lectures—Surveying and Levelling.

Text Books--Rankine's Civil Engineering; Cotton's Manual of Railway Engineering; Williams' Geodesy.

THIRD YEAR.

Monday, Wednesday, and Friday.

Materials used in Construction; Principles of Construction of Bridges, Roads, Railways, Canals; Hydraulic Engineering; Strength of Materials; Principles of the Construction of the different Machines employed by the Engineer.

DRAWING OFFICE.

Attended by all the Classes—Tuesday, Thursday, and Saturday.

The First Year's Class are chiefly employed in drawing the problems given at lectures, and a few easy examples of their applications. The Second and Third Years' Classes, in making working drawings of examples of the subjects of lectures, and in Mapping.

Practical Instruction in the Field in the use of Surveying Instruments is given during the Session.

For an outline of the other courses of lectures in the above table to be attended by Engineering Students, see Appendix No. II., p. 32, et seq.

SCHOLARSHIPS.

In the School of Engineering there are five Scholarships, two of which are appropriated to Students of the first year, two to those of the second, and one to those of the third. (See also p. 24.)

SUBJECTS OF EXAMINATION.

The Subjects of Examination for the Engineering Scholarships are as follows:—

Subjects of Examination for Engineering Scholarships of the First Year.

Arithmetic:

Mensuration of Rectilineal Figures and of the Circle:

Algebra:

The Solution of Simple and Quadratic Equations, with one or more unknown qualities. Easy questions in the application of Algebra to Geometry. Arithmetical and Geometrical Progressions. The Nature of Logarithms.

Euclid:

Books I., II., III., and IV., with Deductions.

Trigonometry:

Definition of the Sine, Tangent, &c., of an Angle. The easier analytical formulæ. The Solution of Plane Triangles with Demonstrations. Nature and use of the Tables.

Subjects of Examination for Engineering Scholarships of the Second Year.

Mathematics:

The same as for Science Scholarships in Arts of the Second Year, except that Spherical Trigonometry will be substituted for Analytical Geometry.

French:

Demogeot—Histoire de la Littérature Française.
Translation from English into French.

Chemistry:

Laws of Combination and Affinity. Preparation and Properties of the Chief Organic Substances. Metallurgic Operations. Mortars and Cements.

Geometrical Drawing:

Descriptive Geometry. Orthographic Projection. Isometric Projection. Perspective. Geometry of Oblique Bridge.

Appendix A. *Subjects of Examination for Engineering Scholarships of the Third Year.*

No. V. School of Engineering.

Mathematics:

Algebra—Theory of Equations and Methods of Approximation. Elimination. Summation of Series. Binomial and Exponential Theorems. Scales of Notation, &c.

Trigonometry—Plane and Spherical, with Astronomical applications.

Analytical Geometry, and Geometrical Conic Sections.

Differential Calculus—Involving demonstrations of the rules for differentiating Algebraic, Circular, and Exponential Functions, founded upon a clear statement of the nature of Limits and Definition of a Differential coefficient. Taylor's and Maclaurin's Theorems. Maxima and Minima. Criteria of the same, with proofs, Equation of Tangent, Normal, Evolute, &c.

Integral Calculus, including more particularly Rational Fractions, Binomial Differentials, Areas of Curves, Rectification of Curves, Cubature of Solids of Revolution.

Natural Philosophy:

Newth's Mechanics.

Ganôt—Traité de Physique—Books VI., VII.,VIII., IX.

Geology and Mineralogy:

Civil Engineering:

Instruments used by the Civil Engineer. Their adjustments and use. Surveying. Levelling.

See Appendix No. I. p. 24, for the University Exhibitions in Engineering.

Appendix B.

APPENDIX B.

List of Successful Candidates for Degrees, &c.

No. VI.—University Degrees, Diplomas, and Honors obtained by Students of Queen's College, Cork, at the Commencements in June and October, 1875.

Faculty of Arts.

Degree of M.A.

Edward Horan, ... Second Class in Ancient Classics.

Degree of B.A.

Thomas M. Corker, ... First Class in Biological Science.
Annesley A. Somerville, . . . Second Class in Mathematical Science.
Robt. N. T. Belcher, . . . Upper Pass Division.
O'Byrne Crowe, ... Upper Pass Division.
Denis F. Hannigan, ... Upper Pass Division.
John Ryan, ... Upper Pass Division.

Passed.

Richard Belton.
Joseph J. Healy.
William Hennessy.
Horace Townsend.

First University Examination in Arts.

Thomas Farrington, ... Second Honor Class.
Michael Keating, ... Second Honor Class.
John C. Crowe, ... Upper Pass Division.

Passed.

Edwin S. Donovan.
Morgan M'Sweeny.
John Philip Sullivan.
Edward A. Warren.
Samuel Townsend.

Faculty of Medicine.

Degree of M.D.

Richard F. Starkie, ... Second Honor Class.
Thomas G. L. Walker, ... Second Honor Class.
Daniel Wilson, M.A., ... Second Honor Class.
Thomas D. Popham, ... Upper Pass Division.

Passed.

William A Burgess.
William F. Carmody.
Edward Foley.
Frederick C. Gresham.
Percy H. Johnston, B.A.
Edward S. Kennedy.
Michael Roderick O'Connor.
Joseph O'Sullivan.
Christopher Pearson, M.A.

DEGREE OF MASTER IN SURGERY (M.CH.)

John J. Blackhall.
William A. Burgess.
William F. Carmody.
Gerald H. Fitzgerald.
Percy H. Johnston, B.A.
Edward John Kennedy.
Michael Roderick O'Connor.
Joseph O'Sullivan.
Christopher Pearson, M.A.
Thomas D. Popham.
Richard F. Starkie.
Thomas G. L. Walker.
Daniel Wilson, M.A.

DIPLOMA IN MIDWIFERY.

William A. Burgess.
Percy H. Johnston, B.A.
Thomas Lumsden.
Michael Roderick O'Connor.
Christopher Pearson, M.A.
Thomas D. Popham.
Richard F. Starkie.
Thomas G. L. Walker.
Daniel Wilson, M.A.

SECOND UNIVERSITY EXAMINATION IN MEDICINE.

John P. Carmody, ... Upper Pass Division.
Thomas H. Croly, ... Upper Pass Division.
Robert D. Donaldson, B.A. . . . Upper Pass Division.
Richard P. Long, ... Upper Pass Division.
Alfred H. Miller, ... Upper Pass Division.
Daniel O'Connor, ... Upper Pass Division.
John O'G. Sandiford, ... Upper Pass Division.

Passed.

Robert Black, B.A.
Archibald Blaine.
Ulick J. Bourke.
Ralf A. Bull.
Michael Collins.
Charles F. Knight.
Francis W. Lindsay.
Michael J. M'Carthy.
Jeremiah Mullane.
William D. O'Brien.
Jerome E. O'Sullivan.
Richard Reid.
Thomas F. Riordan.
James Shorten.
John Studdert.
John E. Walsh.

FIRST UNIVERSITY EXAMINATION IN MEDICINE.

Robert E. Hadden, ... Second Honor Class.
Hamilton Benson, ... Upper Pass Division.
George R. O'Donovan, ... Upper Pass Division.
James Wigmore, ... Upper Pass Division.

Passed.

John L. Aherne, B.A.
Thomas G. Atkins, B.A.
Alfred C. Bennett.
John Chestnut, B.A.
William Crofts.
Humphrey Haines.
A. E. S. Saunders Hart.
Samuel G. Levis.
Adam G. Mitchell.
Thomas J. Moynahan.
William O'Donnell.
Manus O'Keeffe.
Charles Y. Pearson.
Joseph M. Roche.
Thomas Shipsey.
John Spring.

SCHOOL OF CIVIL ENGINEERING.

DEGREE OF BACHELOR OF ENGINEERING (B.E.)

Daniel Connery, . . First Honor Class.

Passed.

George F. Miles.
Christopher F. O'Sullivan.
John J. O'Sullivan.

Appendix B.

List of successful Candidates for Degrees, &c.

FIRST UNIVERSITY EXAMINATION IN ENGINEERING.

John S. Molony, B.A., ... Second Class.
Henry V. L. Morony, ... Upper Pass Division.

Passed.

Richard Campion. | Michael M'Mullen.

University Prizes at Entrance:

GEOMETRY, ...	Robert J. Sullivan, . . .	First.
	John P. Dalton, ...	Second.
ENGLISH COMPOSITION, . .	David Gamble Lockhart, . .	First.
	Michael H. Feeny, ...	Second.

No. VII.—SCHOLARSHIP EXAMINATIONS.

FACULTY OF ARTS.

Senior Scholarships.

ANCIENT CLASSICS, . .	William Anderson, B.A.,	(Scholarship.)
MODERN LANGUAGES, . .	Denis Hannigan, B.A.,	(Scholarship.)
MATHEMATICS, . .	Annesley Somerville, B.A.,	(Scholarship.)
	Robert N. F. Belcher, B.A.,	(Exhibition.)
NATURAL PHILOSOPHY, . .	William Stoops, B.A.,	(Scholarship.)
CHEMISTRY, . . .	Thomas G. Atkin, B.A.,	(Scholarship.)
	Robert Black, B.A.,	(Exhibition.)
NATURAL HISTORY, . .	Thomas M. Corker, B.A.,	(Scholarship.)
MENTAL SCIENCE, . .	Joseph J. Healy, B.A.,	(Scholarship.)
	James Mullin, B.A.,	(Exhibition.)

Third Year's Scholarships.

LITERATURE.	SCIENCE.
Thomas Farrington.	John C. Crowe.
Edwin S. Donovan.	Edward A. Warren.
	John P. Sullivan.
	Morgan M'Sweiney.

Second Year's Scholarships.

LITERATURE.	SCIENCE.
Clarke Irwin.	John E. Laffan.
James J. Rearden.	

First Year's Scholarships.

LITERATURE.	SCIENCE.
James Keating.	Matthew Steen.
David Gamble Lockhart.	Robert J. Sullivan.
William D. Russell.	John P. Dalton.
	Edward Gibbings.
	George Atkins.
	George Rountree.

FACULTY OF LAW.

Second Year's Scholarship.

John Ryan.

FACULTY OF MEDICINE.

Fourth Year's Scholarships.

John Welply. | Jephson J. Connell.

Third Year's Scholarships and Exhibitions.

Jeremiah Mullane, } (Scholarships.) | Edward Walsh, } (Exhibitions.)
John O'G. Sandiford, } | Alfred Miller, }
| Richard P. Long, }

Second Year's Scholarships and Exhibitions.

Charles Y. Pearson, Robert E. Hadden, } (Scholarships.) Edmond Wall, John J. Dinnis, William A. Cummins, } (Exhibitions.)

First Year's Scholarships.

Edward Horan, B.A. | James Hickman, B.A.

SCHOOL OF ENGINEERING.

Third Year's Scholarship.

John Duggan, M.A.

No. VIII.—SESSIONAL EXAMINATIONS.

List of the Students who obtained Honors or Prizes at the Sessional Examinations.

PRIZES AND CERTIFICATES AWARDED FOR THE SESSION 1875–6.

FACULTY OF ARTS.

Third Year.

GREEK,	Edwin S. Donovan,	Prize.
LATIN,	1. Edwin S. Donovan,	,,
	2. Thomas Farrington,	Certificate.
ENGLISH LITERATURE,	1. Edwin S. Donovan,	Prize.
	2. Thomas Farrington,	,,
	2. John C. Crowe,	,,
HISTORY,	1. Edwin S. Donovan,	,,
	2. John C. Crowe,	,,
	3. Thomas Farrington,	,,
	3. Michael Keating,	,,
METAPHYSICS,	1. Michael Keating,	,,
POLITICAL ECONOMY,	Michael Keating,	,,
CHEMISTRY,	John Philip Sullivan,	,,
GEOLOGY AND MINERALOGY,	1. Hamilton Benson,	,,
	2. John C. Crowe,	,,

Second Year.

GREEK,	1. Clarke Irwin,	Prize.
	2. James J. Riordan,	,,
	3. David Gamble Lockhart,	,,
LATIN,	1. David Gamble Lockhart,	,,
	2. Clarke Irwin,	,,
LOGIC,	1. James J. Rearden,	,,
MATHEMATICS,	1. John Laffan,	,,

First Year.

GREEK,	1. John P. Dalton,	Prize.
	2. Robert J. Sullivan,	,,
	3. Richard Manning,	,,
LATIN,	John P. Dalton,	,,
	Matthew Steen,	Certificate.
	Michael Feeny,	,,
	Richard Manning,	,,
	Edward Gibbings,	,,
	Robert J. Sullivan,	,,
ENGLISH LANGUAGE,	1. Matthew Steen,	Prize.
	1. David Gamble Lockhart,	,,
	2. Edward Gibbings,	,,
MATHEMATICS,	1. Matthew Steen,	,,
	2. John P. Dalton,	,,
	2. Robert J. Sullivan,	,,
	Edward Gibbings,	Certificate.
	William D. Russell,	,,

Appendix B.

List of the Students who obtained Honors or Prizes at the Sessional Examinations.

French (Junior),	1.	William D. Russell,	Prize.
	2.	Micheal Feeny,	Certificate.
,, (Senior),	2.	Walter Ronan,	Prize.
	3.	John P. Dalton,	Certificate.
		Robert J. Sullivan,	,,

Faculty of Law.

Second Year.

Civil Law,		John Ryan,	Prize.

Faculty of Medicine.

Fourth Year.

Medicine,	1.	Francis H. S. Murphy,	Prize.
		John J. Welply,	,,
	2.	Jephson J. Connell,	,,
Medical Jurisprudence,	1.	Francis H. S. Murphy,	,,
		John J. Welply,	,,
	2.	Hugh L. Donovan,	,,
	3.	Jephson J. Connell,	Certificate.

Third Year.

Practical Anatomy,	1.	Jeremiah Mullane,	Prize.
	2.	James P. Hanrahan,	,,
	3.	Daniel F. Barry,	,,
		John O'G. Sandiford,	,,
Midwifery,	1.	John E. Walshe,	,,
	2.	James P. Hanrahan,	,,
	3.	Jeremiah Mullane,	,,
	4.	John O'G. Sandiford,	Certificate.
Surgery,	1.	Jeremiah Mullane,	Prize.
	2.	John E. Walshe,	,,
	3.	John O'G. Sandiford,	,,

Second Year.

Practical Chemistry,	1.	Charles Y. Pearson,	Prize.
	2.	Robert E. Hadden,	,,
	3.	John Chestnut,	,,
		John P. Sullivan, Wm. Harrington,	Certificates of Honor.
Materia Medica,	1.	Charles Y. Pearson,	Prize.
	2.	Robert E. Hadden,	,,
	3.	John Chestnut,	,,
	4.	Thomas G. Atkin,	Certificate
	5.	John J. Hartnet,	,,
Practical Anatomy,	1.	Charles Y. Pearson,	Prize.
	2.	Robert E. Hadden,	,,
	3.	Alfred C. Bennett,	,,
	4.	Thomas G. Atkins,	Certificate.
		Hamilton Benson,	Certificate of Honor.
		Joseph Crowly,	,,
Anatomy and Physiology,	1.	Charles Y. Pearson,	Prize.
	2.	Robert E. Hadden,	,,
	3.	John Chestnut,	,,
		Thomas G. Atkins,	,,
	4.	Daniel F. Barry,	Certificate of Honor.

First Year.

French,	1.	Stanley Harrington,	Prize.
	2.	Richard C. Daly,	,,
	3.	John J. Dinnis,	Certificate.
		David L. Williams,	,,
Natural Philosophy,	1.	James Hickman,	Prize.
		Richard C. Daly,	
	2.	David L. Williams,	

CHEMISTRY,	1. James Hickman,	Prize.	*Appendix B.*
	2. Patrick Mullane,	"	List of the Students who obtained Honors or Prizes at the Sessional Examinations.
ANATOMY AND PHYSIOLOGY,	1. {John Lane, James Hickman,	" "	
	2. {Patrick Mullane, William D. Sexton,	" "	

SCHOOL OF ENGINEERING.

Third Year.

MATHEMATICAL PHYSICS,	John Duggan, M.A.,	Prize.

Second Year.

ENGINEERING,	1. Robert N. T. Belcher,	Prize.
	2. Robert Day,	"

First Year.

ENGINEERING,	Robert N. T. Belcher, Certificate of Honor.

No. IX.—EARLY ENGLISH TEXT SOCIETY'S PRIZES; AND NEW SHAKSPERE SOCIETY'S PRIZES.

EARLY ENGLISH TEXT SOCIETY'S PRIZES,	1. Matthew Steen.
	2. Edward Gibbings.
NEW SHAKSPERE SOCIETY'S PRIZES,	1. Edwin S. Donovan.
	2. Thomas Farrington.
	3. J. C. Crowe.

No. X.

TABLE CONTAINING THE NAMES OF THE SEVERAL SUBJECTS LECTURED UPON DURING THE SESSION 1875–76, THE NUMBER OF LECTURES GIVEN ON EACH SUBJECT, AND THE TOTAL NUMBER OF STUDENTS ATTENDING THE CLASSES IN EACH SUBJECT. Subjects Lectured on, &c.

	No. of Lectures on each Subject.	Total No. of Students attending the Classes in each Subject.
Greek,	196	28
Latin,	210	27
English Language,	32	20
" Literature,	51	8
History,	53	8
French,	225	86
Logic,	35	7
Metaphysics,	55	3
Political Economy,	35	1
Mathematics,	150	37
Natural Philosophy,	226	82
Chemistry, Theoretical,	77	72
" Practical,	39	44
Geology and Mineralogy,	61	10
Natural History,	70	64
English Law,	72	3
Civil Law,	48	2
Anatomy and Physiology,	120	107
" Practical,	110	98
Medicine,	60	27
Midwifery,	59	43
Surgery,	64	47
Medical Jurisprudence,	36	30
Materia Medica,	62	41
Engineering,	282	20

Appendix C.

Reports of the Professors.

APPENDIX C.

No. XI.

Reports of Professors for the Session, 1875–1876.

Form of Circular sent to each Professor.

Return to be filled up by the Professor of , and to be returned to the Registrar, so filled up, for the official information of the President, on or before the , being for the Collegiate Session

A.—As to the Course or Courses of lectures given by the Professor. 1st. Duration and extent of the Course; number of Terms. 2nd. Number of weeks of Lectures in each Term. 3rd. Number of Lectures weekly, and days and hours of Lectures.

B.—The description or title of the Course or Courses of Lectures delivered, and a general abstract of the subjects of instruction contained in the Course, and the title of the Text-books recommended.

C.—Whether the Lectures are illustrated by reference to maps, diagrams, specimens, or experiments; and a general notice of the kind of illustrations used.

D.—Whether any method of Tutorial, or other special instruction, is employed, as by setting out portions of Text-books for lessons, by themes, or exercises in composition, or problems; and whether Special Class Examinations are held, and at what time; or whether Herborization Excursions, or Field Exercises, are given.

E.—What faculties or division of Students are those attending Courses of Lectures of the Professors making the return.

F.—The number of students attending each Course—distinguishing Matriculated and Non-Matriculated Students; and the general regularity of attendance.

G.—The general conduct of Students at the Professor's Lectures; and the general state of discipline as regards the Professor's Classes.

H.—The general condition of the department of which the Professor has charge, as to supplies, fitments, cleanliness, and accommodation, for the purpose of instruction.

The Professor, in making the above returns, is requested to mark the answers with the letter designating the portion of the form of return, as above, to which each answer refers.

Signed, by order of the President,

R. J. Kenny, *Registrar.*

Faculty of Arts.

Report of the Professor of Greek.

A.—1. The course extended over three terms.

2. The first term contained seven weeks of lecture; the second term eleven; the third term six.

3. Ten lectures given weekly between the hours of 9 and 11 o'clock, A.M., on every day of the week except Saturday.

B.—The course of Greek Language and Literature. The students received instruction in Greek Grammar, Prose Composition, and Translation from Greek into English. Curtius' Greek Grammar and Arnold's Prose Composition were used as manuals. The authors

studied in the several classes were Homer, Thukydides, Xenophon, Euripides, Aristophanes, and Demosthenes.

C.—The lectures were occasionally illustrated by maps and casts.

D.—The students prepared at home portions of the authors and text-books appointed for study, in which they were examined by the Professor.

E.—Faculty of Arts.

F.—Twenty-eight; all matriculated.

G.—Quite satisfactory.

H.—Quite satisfactory.

VAUGHAN BOULGER.

REPORT of the PROFESSOR of LATIN.

A.—The course extended through three terms. First term, seven weeks; Second term, thirteen weeks; third term, four weeks. Junior class, four lectures weekly. Senior class, three lectures weekly. Extra and third year's class, two lectures weekly.

B.—The Latin Language. Junior class: Horace, Epistles, Book I., 1–10; Cicero, Ad Familiares, Book II., 1–12. Senior class: Tacitus, Germania, chapters 1–27; Terence, part of the Adelphi. Third year's class: Cicero, Academica, chapters 1–13; Plautus, part of the Mostellaria. Some instruction in Classical Archæology was also given to the more advanced students.

C.—The lectures were illustrated by references to the art collections belonging to the College.

D.—The students prepared a portion of the text-book for each lecture. They also wrote Latin exercises in prose and verse.

E.—Students in Arts.

F.—Twenty-seven, all matriculated. The attendance was, on the whole, satisfactory.

G.—Conduct good.

H.—Satisfactory.

B. LEWIS.

RETURN of PROFESSOR of HISTORY and ENGLISH LITERATURE.

A. I.—HISTORY. (1st.) Two terms. (2nd.) *First term*, seven weeks; *second term*, between eleven and twelve weeks. (3rd.) *Ordinary course*, three lectures weekly, Mondays, Wednesdays, and Fridays, from 12 to 1 o'clock. *Extra course for Candidates for Honors—Second term*, two lectures weekly, days and hours irregular, to suit the convenience of the students attending. II. ENGLISH LITERATURE. (1st.) Two terms. (2nd.) *First term*, seven weeks; *second term*, between eleven and twelve weeks. (3rd.) *Ordinary course*; three lectures weekly, Mondays, Wednesdays, and Fridays, from 10 to 11 o'clock. *Extra course for Candidates for Honors—Second term*, two lectures weekly, days and hours irregular, to suit the convenience of the students attending. III. THE ENGLISH LANGUAGE. (1st.) One term. (2nd.) Seven weeks. (3rd.) Three lectures weekly, Tuesdays and Thursdays, from 11 to 12 o'clock; Saturdays, from 10 to 11 o'clock.

N.B.—The total number of lectures delivered during the two terms and in the three subjects was about 170.

B. I.—HISTORY. *Ordinary course*, the History of Great Britain and Ireland from 1589 to 1815. *Extra course for Honormen*, the History of France from 1589 to 1815. II. ENGLISH LITERATURE.

Appendix C. Reports of the Professors.

Ordinary course, the History of English Literature from Chaucer to the present day, with special critical studies of Shakespere (*Hamlet*), Milton (*Paradise Lost*, Books I. and II.), Dryden (*Absalom and Achitophel*), Burke (*Thoughts on Present Discontents*), Scott (*Peveril of the Peak*), Byron (*Childe Harold*, Books III. and IV.) *Extra course for Candidates for Honors*, the subjects appointed for the University examination of 1876 for the degree of B.A. with Honors. III. The English Language. The course embraced the history of the English Language, with special studies of Anglo-Saxon Grammar, and of the English of Chaucer. Text-books used:—Morris's *Historical Outlines of English Accidence;* Rask's *Anglo-Saxon Grammar;* Morris's edition of the Prologue to the *Canterbury Tales*.

C.—It has been customary to illustrate the lectures in History by reference to maps when available.

D.—The tutorial method of instruction as well as the professorial is adopted in all the courses. The students are catechised from time to time in the portions of the courses previously gone over. The English Literature and English Language classes are exercised in essay writing, in literary criticism, and in the paraphrasing of Early English, &c.

E.—Arts.

F.—History. *Ordinary course*, eight; *Honor course*, three. English Literature. *Ordinary course*, eight; *Honor course*, three. The English Language. *Ordinary course*, twenty. (All the students attending were matriculated students.) General character of attendance, good.

G.—The general conduct of students at the Professor's lectures, and the general state of discipline as regards the Professor's classes, were quite satisfactory.

H.—Additional accommodation is much needed, not on account of the number of students, but on account of the number of different classes meeting at different hours.

G. F. Armstrong.

Report of the Professor of Modern Languages.

A.—There were three courses of lectures given during the session.

1. Each course extended over the whole session, namely, three terms.
2. The first comprised nine weeks; the second, fourteen weeks; and the third, five weeks.
3. The number of lectures in each course was 75, given three times a week, Mondays, Wednesdays, and Fridays, at 12–1 and 2.

B.—The course of instruction consisted of lectures on the syntax, comparative grammar, and literature, once a week—the other days being engaged in reading text-books—besides weekly translations or compositions, the text books being, in the senior French class as well as the junior: "Textes Classiques," par Demogeot; "Histoire de la Littérature française," par Demogeot; and, in the medical class, "L'Année scientifique," par Figuier.

C.—The lectures are not illustrated by maps or diagrams.

D.—The method of instruction is chiefly tutorial, the purely lecturing instruction being given once a week, the other days being taken up, as stated above, in exercises, translations, &c.

E.—The students belonged to the Faculties of Medicine, of Arts, and the Engineering Department.

F.—The number of students in the medical class was 57; in the senior French, 24; and the junior French, 5.

G.—The general conduct of the students during the session has been excellent.

H.—The general condition of the rooms, cleanliness, and accommodation, most satisfactory.

R. DE VERICOUR.

REPORT of the PROFESSOR of LOGIC and METAPHYSICS.

A.—On Logic and Metaphysics.—1. Logic, one term; Metaphysics, two terms. 2. First term, eight weeks; second term, fourteen; 3. Logic, Tuesdays, Thursdays, and Saturdays, at eleven o'clock. Metaphysics, Tuesdays and Thursdays, at one o'clock, and on Saturdays, at ten o'clock.

B.—Logic, Deductive and Inductive—Fowler and Jevons, parts of Thompson, Mill, and Bain. Metaphysics—History of Philosophy and Psychology; Sir W. Hamilton's Lectures.

C.—No illustrations are used except such as are drawn or written on the board during the course of the lectures.

D.—Both the professorial and tutorial systems are used.

E.—Logic, second year's students in Arts; Metaphysics, third year's students in Arts.

G.—Conduct of students in class-room very good.

H.—Satisfactory.

G. S. READ.

REPORT of the PROFESSOR of MATHEMATICS.

A.—1. The courses were two in number, and extended over the three terms of the session. There were 75 lectures in each course.

2. In the first term there were eight weeks of lecture; in the second, thirteen weeks; and in the third, four weeks.

3. Three lectures were given each week to the first year's class, on Monday, Wednesday, and Friday, at 12–1 o'clock, and three to the second year, on the same days, at from 1–2 o'clock.

Two lectures each week were given by the senior scholar to students of the first year. There was no third year's class this year.

B.—The lectures to the students of the first year were upon Arithmetic, Algebra, Geometry, and Plane Trigonometry; to those of the second year the lectures treated of Analytical and Spherical Trigonometry, Elementary Solid Figures, Theory of Equations, Differential and Integral Calculus, and Analytical Geometry of two dimensions.

As far as possible, the lectures were rendered independent of text-books, but when such were necessary or desirable, the following books were recommended:—

Euclid, Wilson's "Elementary Geometry," Todhunter's "Higher and Lower Algebras," Gross' "Algebra," Todhunter's "Trigonometry" and "Trigonometry for Beginners," Todhunter's "Spherical Trigonometry," Todhunter's "Plane Co-ordinate Geometry," Salmon's "Conic Sections," Todhunter's "Theory of Equations," Williamson's "Differential Calculus," Williamson's or Todhunter's "Integral Calculus."

C.—No illustrations were used beyond the figures drawn on the black board.

Appendix C.

Reports of the Professors.

D.—The method of tuition adopted was, to combine lectures with oral examinations on previous lectures or upon passages set from text-books. Exercises were also set regularly, consisting, in general, of problems. Class examinations in writing were also held at such times as the natural division of the subjects suggested.

E.—The students attending these classes were either Arts or Engineering students.

F.—In the first year's class there were 25 matriculated and 1 non-matriculated student; in the second year's class there were 11 matriculated students.

The attendance was fairly regular.

G.—Discipline satisfactory, and the general conduct of students excellent.

H.—The department requires a book-case to hold books which are used daily for reference in the lectures; and it will be necessary to procure models to illustrate the properties of solid figures. Otherwise the condition of the department is satisfactory.

C. NIVEN.

REPORT of the PROFESSOR of NATURAL PHILOSOPHY.

A.—Five courses of lectures, each three terms; six weeks in the first, thirteen in the second, four in the third. In the senior class, three lectures were delivered in each week; in each of the other classes, two lectures weekly.

B.—In the senior class the subjects were:—The Elements of Mechanics, Optics, Astronomy, and Heat. In Mathematical Physics—Mechanics, Optics, and Astronomy. In Engineering Physics—Practical Mechanics, Thermodynamics. In Experimental Physics—Hydrostatics, Heat, Light, Acoustics, Magnetism, and Electricity. Text-books:—In Mathematical Physics—Todhunter's "Statics," Tait and Steele's "Dynamics," Godfrey's "Astronomy," Parkinson's "Optics;" in Experimental Physics—Everett's Translation of Deschanel's "Physics," Ganôt's "Traité de Physique;" in Honor Physics—Maxwell's "Treatise of Heat," Jenkin's "Electricity."

C.—The lectures were illustrated by experiments.

D.—In Mathematical and Engineering Physics the tutorial method of instruction was chiefly adopted.

E.—The honor course in Experimental Physics was attended by third year's students in Arts; the ordinary course of Experimental Physics by students of the first year in Medicine, Mathematics and Physics, and Engineering students of the third year; the senior class by students of second year in Arts and Engineering.

F.—Honor Physics, 2; senior class, 16; junior class, 62; Mathematical and Engineering Physics, 2. The attendance was regular.

G.—The conduct of the students was excellent.

H.—Much inconvenience has been caused during the past session by the dilatoriness of the contractor in making the required alterations in the physical cabinet and laboratory.

JOHN ENGLAND.

REPORT of the PROFESSOR of CHEMISTRY.

A.—Two courses, one on Theoretical and the other on Practical Chemistry. The former extended over three, and the latter over two terms. Theoretical Course, three lectures weekly, at 11 o'clock.

Practical course, six lectures weekly, five at 2 and one at 11 o'clock (Saturday).

B.—The Theoretical course embraced both Inorganic and Organic Chemistry. In the Practical course, Qualitative Analysis was taught. Text-books recommended—Fownes, Roscoe and Naquet, Galloway's Qualitative Analysis, and Schorlemmer and Armstrong's Organic Chemistry.

C.—The lectures were illustrated by diagrams, experiments, and specimens.

D.—Both the tutorial and professorial methods were employed.

E.—The lectures were attended by Arts, Engineering, and Medical students.

F.—The Theoretical Course was attended by 63 matriculated and 9 non-matriculated students, and the Practical Course by 34 matriculated and 9 non-matriculated students. Attendance very good.

G.—The conduct of the students was most satisfactory.

H.—The arrangements for carrying on the business of the department are excellent.

MAXWELL SIMPSON.

REPORT of the PROFESSOR of NATURAL HISTORY.

A.—1. Seventy-two lectures; three terms. 2. In the first term 7, in the second 14, in the third 4 weeks of lectures. 3. Three, on Mondays, Wednesdays, and Fridays, from 3 to 4, P.M.

B.—Zoology and Botany, especially the structure and classification of organisms. In Zoology the text-books of Mivart, Rolleston, and Huxley were recommended; in Botany, those of Henfrey, Hooker, and Oliver.

C.—Specimens and diagrams were used.

D.—Tutorial instruction was rarely employed. There were field exercises in the third term.

E.—Arts (third year) and Medicine (first year).

F.—In Arts, 4 students; in Medicine, 50 (2 of whom were Bachelors of Arts). Also, 10 non-matriculated students. The total number of students was, therefore, 64. They attended with tolerable regularity, but 2 were disqualified for insufficient attendance.

G.—Good.

H.—Additional diagrams and specimens are required. There is much need of a glass-house for the growth of tropical plants, also of a biological laboratory. The lecture-room is not well constructed. In other respects the state of the department is satisfactory.

J. REAY GREENE.

REPORT of the PROFESSOR of GEOLOGY and MINERALOGY.

A.—The course of lectures extended over the first and second terms of the session, being, in the first term, 8 weeks, and in the second 13 weeks; the number of lectures in each week being 3; the days and hours of lectures being Tuesdays and Thursdays, from 2 to 3, P.M., and Saturdays from 12 to 1. The total number of lectures was 61.

B.—The course of lectures included Mineralogy, Physical Geography, Geology, and Palæontology. The text-books recommended were—Lyell's Student's Elements of Geology, Lyell's Principles of Geology, Jukes' Manual of Geology, Nicholson's Palæontology, Herschell's Physical

Appendix C.
Reports of of the Professors.

Geography, Somerville's Physical Geography, Rutley's Manual of Mineralogy, and Nicol's Elements of Mineralogy.

C.—The illustrations used were maps, diagrams, lectures, specimens, and models.

D.—The mode of instruction was professorial. Excursions for field instruction were made at the end of the second term.

E.—The students attending the course consisted of third year's Arts and first year's Engineering students.

F.—The number of students attending the course was 10, all matriculated. Their attendance was good.

G.—The conduct of the students in the class-room was good.

H.—As to supplies, fitments, cleanliness, and accommodation, the department is in a satisfactory condition.

ROBERT HARKNESS.

FACULTY OF LAW.

REPORT of the PROFESSOR of JURISPRUDENCE and POLITICAL ECONOMY.

A.—1. Political Economy; Civil Law; Jurisprudence, 2 terms each.
2. In first term 3 weeks; in second term 3 weeks for each Law class, and 6 weeks for Political Economy.
3. Four lectures weekly in each of the three classes.

B.—Political Economy; text-books recommended—J. S. Mill, Goschen, A. Smith, Mills; Civil Law—Sandar's; Jurisprudence—Maine, Austin, Stephen.

C.—None.

D.—The method almost wholly tutorial; portions of text-books constantly set out for lessons; almost daily examinations.

E.—In Political Economy, third year's Arts; in Jurisprudence and Civil Law, first and second year's Law respectively.

F.—In Political Economy, 1; in Civil Law, 1; in Jurisprudence, 1 non-matriculated.

G.—Very good.

H.—Sufficient.

R. H. MILLS.

REPORT of the PROFESSOR of ENGLISH LAW.

A.—Lectures commenced on the 29th November, and were continued to the 18th December in the first term; in the second term they were commenced on the 14th February, and concluded on the 14th March; not more than four lectures were delivered in any week.

B.—The subjects are (1) Real Property; (2) Equity and Personal Property; (3) Common and Criminal Law. The text-books are the works of (1) Mr. Joshua Williams; (2) Snell, Williams, and Smith (Contracts); (3) Stephen's Commentaries.

C.—The subjects are illustrated by reported cases, and other matter in books of authority.

D.—Questions are asked and difficulties explained; passages in particular works are suggested for study.

E.—Law.

F.—Three. To each class 25 lectures were delivered for six; the attendance was very regular.

G.—Conduct excellent.

H.—I have no requirement to make. I have suggested to the President that the occasion of the Judicature Act coming into operation should be availed of to substitute the authorized Reports for those of the *Law Journal.* *Appendix C.* Reports of the Professors.

MARK S. O'SHAUGHNESSY.

FACULTY OF MEDICINE.

REPORT of the PROFESSOR of ANATOMY and PHYSIOLOGY.

A.—Two courses, five and sometimes six days weekly, during the first, second, and part of the third term. Anatomy and Physiology at one o'clock; Practical Anatomy at twelve o'clock. Anatomy and Physiology, 120 lectures and examinations; Practical Anatomy, 110 demonstrations.

B.—*First Course.* Anatomy and Physiology; Histology; the Anatomy and Physiology of the organs of digestion, respiration, circulation, excretion, and reproduction, embryology. The lymphoid organs, organs of sense and voice, spinal cord, and brain. *Text-books*—Quain's "Anatomy," Fay's "Histology," Stricker's "Histology," Carpenter's "Human Physiology," Kirke's "Physiology," Hermann's "Physiology."

Second Course. Practical Anatomy; descriptive anatomy of the bones and ligaments; and the topographical anatomy of the limbs, head, and neck, and the thoracic and abdominal cavities, with the exception of the viscera. *Text-books*—Ellis's "Demonstrations," Quain's "Anatomy," Halden's or Wagstaffe's "Osteology," Gray's "Anatomy." The dissecting-room was open almost the entire day, and the dissections of the students superintended by the Professor and Demonstrators of Anatomy.

C.—Lectures illustrated by recent dissections, diagrams, plates, models, specimens from the museum, microscopic preparations, and experiments.

D.—In Anatomy and Physiology an oral examination was held once a week for the greater part of the session. In Practical Anatomy, there were also weekly examinations.

E.—Faculty of Medicine.

F.—In Anatomy and Physiology, matriculated students, 97; non-matriculated, 12. In Practical Anatomy, matriculated students, 90; non-matriculated, 8.

G.—Excellent.

H.—Many of the anatomical preparations could not be surpassed, but there is a great deficiency in diagrams, osteological specimens, and physiological apparatus. Indeed it will be impossible to conduct a class of Practical Physiology, as has been proposed, unless apparatus and accommodation be provided. The dissecting-room also is too small, and insufficiently lighted. The room set apart for the museum is entirely unfit for that purpose.

J. J. CHARLES.

REPORT of the PROFESSOR of MATERIA MEDICA.

A.—Six months. Sixty-two lectures. Three lectures weekly, Tuesdays and Thursdays, from 3 to 4 o'clock, P.M., and Saturdays from 12 o'clock, A.M., to 1 o'clock, P.M.

B.—Pharmacology. (The action of Medicines on the healthy animal.) Therapeutics. (Their action in disease.) Materia Medica.

Appendix C.

Reports of the Professors.

A systematic description of drugs, including their physical and chemical characters. Classification of Medicines—Posology—Formulation. No particular text-books are adopted.

C.—Lectures are illustrated by chemical experiments. Specimens of the drugs named in B. P., and of other non-officinal drugs. Dry specimens of medical plants. Recent specimens, when obtainable. Verification of the purity of the drugs in the museum by the application of the tests given in the B. P., and of other tests. The application of the microscope for similar purposes, with occasional experiments on living animals.

D.—Class examinations (written and oral) were held once a week.

E.—Faculty of Medicine.

F.—Forty-two students, all matriculated. Attendance regular.

G.—Conduct of students and general state of discipline excellent.

H.—The department requires some additional microscopes. It is very defective in the requisite supplies.

The want of a proper lecture-room, museum, and laboratory, makes it extremely difficult, if not impossible, for me to conduct the course as I would wish. The room in which I lecture is used by four other lecturers. It is at my disposal for one hour only. In this time I have not only to deliver the lecture, but to convey into the lecture-room the specimens from the museum and chemical apparatus, gas fittings, &c., &c., from the laboratory, and have them conveyed away again, so that the room may be ready for my successor.

The proper conduct of the work of this department requires that the professor should have a special lecture-room, with a museum and small laboratory attached.

M. O'KEEFFE.

REPORT of the LECTURERS on MEDICAL JURISPRUDENCE.

Medical portion.

A.—Twenty-four lectures. Three weekly, on Monday, Wednesday, and Friday, at 3 o'clock, P.M.

B.—Medical Jurisprudence. Thanatology. Examination of the dead body—Forms of violent death—Signs of—Wounds—Stains—Hair, &c. Disputed sexual relations. Disputed mental aberration. Toxicology.

C.—Specimens of the various poisons. Recent specimens of the most important indigenous poisonous plants– Experiments on animals—Chemical analysis of poisoned articles of food, and of the viscera and their contents in animals poisoned.

D.—Not considered necessary in this subject.

E.—Faculty of Medicine.

F.—Thirty students; twenty-eight matriculated, two non-matriculated.

G.—Most excellent.

H.—The difficulties of properly conducting this course are even greater than those stated in my report on Materia Medica. The conveying of chemical apparatus on the occasion of each lecture from a laboratory to a distant lecture-room, not even in the same building, has been during the past session a source of great loss to the college in property, to me in time and labour, not to mention the loss to the class, who, in consequence, had then their time of lecture considerably abridged.

M. O'KEEFFE.

Legal portion.

A.—1. Twelve lectures were delivered in the first term of the session.
2. The first lecture was delivered on 17th November, the last on 17th December.
3. Not more than four lectures in any week.

B.—The subject was treated of under the heads of—(1) Questions affecting the civil rights or social duties of individuals; (2) Injuries to property; (3) Injuries to the person; and as to Medical *police* the subject was treated of as to—(1) What affects the preservation of individuals; and (2) What relates to men collected into communities. The works referred to were those of Taylor, Beck, Paris and Fonblanque, Casper, Winslow, &c.; Russell on Crimes, Woolrych's Criminal Law, Stephen's Commentaries, Howell's State Trials, and other legal authorities.

C.—Illustrative cases are referred to.

D.—Sources of information are pointed out.

E.—Medicine.

F.—Thirty students attended.

G.—Conduct good.

H.—I have no requirement to make.

MARK S. O'SHAUGHNESSY.

REPORT of PROFESSOR of MIDWIFERY.

A.—Courses of lectures on Midwifery. 1. Six months, November to April. 2. Sixty lectures in the course. 3. Three lectures weekly, Monday, Wednesday, and Friday, at four o'clock.

B.—Midwifery. Physiology of reproduction and gestation. Parturition in its various bearings, theoretical and practical. Diseases of childbed. Management of infants.

C.—Diagrams, models, casts, anatomical and other preparations, &c.

E.—Students of the Faculty of Medicine.

F.—Matriculated students, ...	34
Non-matriculated, ...	9
Total attending the course, .	43

G.—General conduct of the students by no means as good as in former years; several honourable exceptions.

H.—Supply of preparations, &c., for the illustration of the lectures very poor.

J. (R.) HARVEY.

REPORT of the PROFESSOR of SURGERY.

A.—Theory and Practice of Surgery. 1st. Three terms. 3rd. Three lectures weekly, on Tuesday and Thursday from four o'clock till five, on Saturday from one to two o'clock.

B.—Theory and Practice of Surgery, Operative Surgery, Histology. Bryant, Erichsen, Ferguson.

C.—Diagrams, morbid preparations, the subject.

D.—Occasional class examinations.

E.—Faculty of Medicine.

F.—Forty-seven, of whom two were non-matriculated.

G.—Conduct and discipline unexceptionably good.

H.—The department is much in want of the necessary preparations and fitments to illustrate the lectures.

W. K. TANNER.

Appendix C.

Reports of the Professors.

Report of the Professor of the Practice of Physic.

A.—Lectures on the Practice of Physic during a period of six months, with recess at Easter and Christmas; 3 lectures weekly, Monday, Wednesday, and Friday at eleven o'clock.

B.—1st. Fevers. 2nd. Diseases of brain and nervous system. 3rd. Of the lungs. 4th. Of the organs contained in the abdominal cavity. Text-books—Flint, Niemeyer, Watson.

C.—Illustrated by engravings and morbid specimens.

D.—The class are frequently examined on the subject of lectures previously delivered.

E.—Students of the Medical Faculty.

F.—Thirty-two students, of whom 3 were non-matriculated.

G.—The general conduct of the students is very good. I have occasionally to censure a few.

H.—There is a great want of a pathological museum.

Denis C. O'Connor.

School of Engineering.

Report of the Professor of Civil Engineering.

A.—1. Each course extends through three terms. 2. First term, 8 weeks; second term, 14 weeks; third term, 4 weeks. 3. Three lectures per week in each course. Students of first year, Monday, Wednesday, Friday, 10, A.M.; second year, Tuesday, Thursday, Saturday, 10, A.M.; third year, Monday, Wednesday, Friday, 12, noon. Students of first, second, and third years in the Office. Office open Tuesday, Thursday, Saturday, from 10, A.M. to 2, P.M.

Total number of lectures:—

To students of first year, . . .	70
„ second year, . . .	71
„ third year, . . .	71
Office, ...	70
Total, . . .	282

B.—*First year.*—Descriptive Geometry; Orthographic Projection; Shadows; Isometric Projection; Perspective; Elements of Ornamental Architecture. Text-books: Hall's "Descriptive Geometry"; "Engineer and Machinist's Drawing Book"; Rickman's "Architecture." *Second year.*—Surveying, Levelling, and Mensuration. Text-books: Rankine's "Civil Engineering"; Cotton's "Manual of Railway Engineering." Oblique Bridges; Text-book: Buck's Treatise. Hydraulics; Text-books: Downing's "Hydraulics"; Neville's "Hydraulic Formulæ." *Third year.*—Materials used in Construction; Strength of Materials; Stresses in Structures; Principles of Construction of Bridges, Roads, Railways; Supply of Towns with Water. Text-books: Rankine's "Civil Engineering"; Stoney's "Theory of Strains in Girders"; Fairbairn's "Iron Manufacture"; Shelley's "Workshop Companion"; references to many of the books in the Library. *Drawing Office.*—First year students are employed in drawing the problems given at lectures, and easy examples of their application, and in shading simple bodies; those of the second and third year in making working drawings of examples of the subjects of lectures, and in mapping.

C.—Illustrated by reference to maps, drawings, and instruments.

D.—Both the tutorial and professorial methods of instruction are employed, according to the subject of lecture. Instruction in the field is given. (See class-roll.)

E.—Students in the department of Civil Engineering.

F.—Students of first year, Matriculated, 12 Non-matriculated, 0
„ second year, „ 10 „ 2
„ third year, „ 3 „ 0
25 2
2
27
Subtract 7 second year students attending first year class, 7
Total, 20

The majority of the students have attended well.

G.—Conduct of students generally good.

H.—The condition of the department has undergone little change during the last few years.

ALEXANDER JACK.

No. XII.—REPORT OF LIBRARIAN FOR SESSION 1875–76.

The number of volumes in the Library at the date of this Report is 21,653. They may be classified as follows:—

Mathematics, {Pure,	819	European Language, &c.,	1,720
Mathematics, {Mixed,	740	Celtic do.	78
Chemistry,	1,040	History, Antiquities, &c.,	2,927
Botany and Zoölogy,	1,733	Biography,	581
Medical Sciences,	2,776	Geography, Voyages, &c.,	614
Theology, &c.,	332	Engineering,	549
Logic and Metaphysics,	456	Agriculture,	224
Jurisprudence, &c.,	622	Fine Arts,	202
Education,	225	Bibliography,	101
Law,	939	Encyclopædias,	634
Ancient Classical Literature,	2,007		
Sanscrit, &c.,	102	Total,	21,653
Geology,	720		
English Language, &c.,	1,512	Increase over last year,	517

Of these 517 volumes, 151 were presented, the remainder purchased by the Council of the College.

The Library has suffered no loss in any description of property since date of last report.

Discipline is excellent. There was no complaint of any kind during the session.

Heat and ventilation satisfactory.

One hundred and eighty volumes have been bound during the year.

I am requested by some gentlemen engaged in historical inquiries to express their gratitude for the privilege accorded them of access to the Library.

The completion of a series of historical documents published under the direction of the Master of the Rolls, with other books of similar nature lately added to the Library, has been a valuable acquisition.

RICHARD CAULFIELD, LL.D., *Librarian.*

Appendix C.

No. XIII.—Bursar's Annual Account of the Receipts and Expenditure of Queen's College, Cork.

General Abstract of the Receipts and Expenditure of the College, from the 1st April, 1875, to the 31st March, 1876.

DR.	£	s.	d.
To Balance on 1st April, 1875, General Account, £332 19 11½			
Library Deposits due to Students, 106 0 0	438	19	11½
„ Amounts received from Paymaster-General—			
Endowment (less Income Tax),	6,957	15	0
Special Parliamentary Grant in aid of Professors' Salaries,	378	4	3
Additional Parliamentary Grant for maintenance of College,	1,600	0	0
„ College Fees and Fines,	82	5	6
„ Professors' Class Fees,	1,935	10	0
„ Library Deposits,	38	0	0
„ Dividend on £1,089 15*s.* 7*d.*, Three Per Cent. Stock,	32	8	4
„ Interest on Deposit Account,	2	16	4
Total,	£11,465	19	4½

CR.	£	s.	d.
By Amount paid for Salaries—			
President, Professors, and Officers,	4,851	2	5
Scholarships, Exhibitions, and Prizes,	1,220	18	4
Minor Officers, Porters, and Servants,	482	17	0
„ Payments on account of Special Grant,	416	7	10
„ Payments on account of Additional Grant, Fees and Fines,	1,667	11	8
„ Payments on account of Professors' Class Fees,	1,935	10	0
„ Library Deposits repaid,	54	0	0
„ Balance on 31st March, 1876—			
On General Account, £747 12 1½			
On Library Deposits, 90 0 0	837	12	1½
Total,	£11,465	19	4½

In addition to the Cash Balance there is standing at the credit of the College £1,089 15*s.* 7*d.*, Government New Three Per Cent. Stock.

Account of the Expenditure of the Additional Parliamentary Grant of £1,600 for Maintenance of the College, and of the College Fees and Fines for the Year ending 31st March, 1876.

DR.	£	s.	d.
To Amount received from Paymaster-General,	1,600	0	0
„ „ College Fees and Fines,	82	5	6
Total,	£1,682	5	6

CR.	£	s.	d.
By Amount expended on Library—			
Ancient and Modern Languages, £114 7 4			
Mathematical and Physical Sciences, 121 0 11			
Natural Sciences, 128 7 4			
Engineering, 9 16 10			
Medical Sciences, 99 12 9	573	7	2
Mental and Legal Sciences, 30 1 1			
General Library, 28 8 1			
Binding, 41 12 10			
By Amount expended for Apparatus, Diagrams, Materials, Museums—			
Chemical Laboratory, £101 15 1			
Physical Cabinet, 100 0 8			
Engineering, 1 5 0	393	3	10
Medical Department, 140 6 1			
Museums, 49 17 0			
By Amount expended on Heating and Lighting,	304	10	10
„ „ Botanic Garden and Grounds,	144	17	7
„ „ Printing, Stationery, and Advertising,	123	6	4
„ Miscellaneous Expenditure—			
Travelling Expenses, £20 14 9			
Porter's Clothing, 51 2 6			
Water Supply, 11 11 0	128	5	10
Postage, 4 10 4½			
Incidentals, 40 7 3			
By Balance,	14	13	11
	£1,682	5	6

(Signed), John England, M.A., *Bursar.*

The account of the College for the year ending the 31st of March, 1876, of which the above is an abstract, has been signed and passed by the Auditor-General.

APPENDIX D.

No. XIV.

Faculty of Arts.

SESSIONAL EXAMINATIONS—FIRST YEAR.

GREEK.

Examiner—Professor BOULGER.

PASS PAPER.

1. Decline in full the following nouns:—*γλῶσσα, πολίτης, ἀνώγεων, μήτηρ, πόλις, βασιλεύς, κέρας, γυνή, οἶς, ναῦς.*
2. Compare the following adjectives:—*ταχύς, ἐχθρός, κοῦφος, σοφός, φίλος.*
3. Write out the cardinal and ordinal numbers up to 10. Express in Greek symbols 1876. Decline *εἷς.*
4. Give the aorist act., pass., and middle of *λύω.*
5. Parse the following words:—*θές, ἔσταθι, δείκνυσο, ποιεῖ, ποίει.*

Translate into Greek:—

1. If you were to do this you would confer upon me a great benefit.
2. Kleon said that it was necessary to kill all the citizens in Mitylene.
3. I have a pain in my head.
4. I will ask for three talents on the plea that I shall then conquer all my enemies.
5. I praise all whom I see acting well.

Translate into English:—

XENOPHON—*Memorabilia*, I., vi., 1–3.

ἄξιον δ' αὐτοῦ καὶ ἃ πρὸς Ἀντιφῶντα τὸν σοφιστὴν διελέχθη[1] *μὴ παραλιπεῖν.*[1] *ὁ γὰρ Ἀντιφῶν ποτὲ βουλόμενος τοὺς συνουσιαστὰς αὐτοῦ παρελέσθαι*[1] *προσελθὼν τῷ Σωκράτει παρόντων αὐτῶν ἔλεξε τάδε· ὦ Σώκρατες, ἐγὼ μὲν ᾤμην*[1] *τοὺς φιλοσοφοῦντας εὐδαιμονεστέρους χρῆναι γίγνεσθαι· σὺ δέ μοι δοκεῖς τἀναντία τῆς φιλοσοφίας ἀπολελαυκέναι.*[1] *ζῇς γοῦν οὕτως, ὡς οὐδ' ἂν εἷς δοῦλος ὑπὸ δεσπότῃ διαιτώμενος μείνειε·*[1] *σῖτά τε σιτῇ καὶ ποτὰ πίνεις τὰ φαυλότατα, καὶ ἱμάτιον ἠμφίεσαι*[1] *οὐ μόνον φαῦλον, ἀλλα τὸ αὐτὸ θέρους τε καὶ χειμῶνος, ἀνυπόδητός τε καὶ ἀχίτων διατελεῖς. καὶ μὴν χρήματά γε οὐ λαμβάνεις, ἃ καὶ κτωμένους εὐφραίνει καὶ κεκτημένους ἐλευθεριώτερόν τε καὶ ἡδιον ποιεῖ ζῆν. εἰ οὖν ὥςπερ καὶ τῶν ἄλλων ἔργων οἱ διδάσκαλοι τοὺς μαθητὰς μιμητὰς ἑαυτῶν ἀποδεικνύουσιν, οὕτω καὶ σὺ τοὺς συνόντας διαθήσεις, νόμιζε κακοδαιμονίας διδάσκαλος εἶναι.*

EURIPIDES—*Alkestis*, 551–560.

ΧΟ. *τί δρᾷς; τοιαύτης συμφορᾶς προκειμένης,*
Ἄδμητε, τολμᾷς ξενοδοχεῖν; τί μῶρος εἶ;
ΑΔ. *ἀλλ' εἰ δόμων σφε καὶ πόλεως ἀπήλασα*[1]
ξένον μολόντα,[1] *μᾶλλον ἄν μ' ἐπῄνεσας;*

Appendix D.

Sessional Examinations.

οὐ δῆτ', ἐπεί μοι συμφορὰ μὲν οὐδὲν ἂν
μείων[1] ἐγίγνετ', ἀξενώτερος δ' ἐγώ.
καὶ πρὸς κακοῖσιν ἄλλο τοῦτ' ἂν ἦν κακόν,
δόμους καλεῖσθαι τοὺς ἐμοὺς κακοξένους.
αὐτὸς δ' ἀρίστου τοῦδε τυγχάνω ξένου,
ὅταν ποτ' Ἄργους διψίαν ἔλθω[1] χθόνα.

Parse fully and accurately every word to which the figure 1 is attached in the above extracts.

PRIZE PAPER.

Translate :—

EURIPIDES—*Alkestis.*

ΑΛ. Ἅλιε καὶ φάος ἀμέρας, στρ.
οὐράνιαί τε δῖναι νεφέλας δρομαίου,
ΑΔ. ὁρᾷ σὲ κἀμέ, δύο κακῶς πεπραγότας,[1]
οὐδὲν θεοὺς δράσαντας ἀνθ' ὅτου θανεῖ.
ΑΛ. γαῖά τε καὶ μελάθρων στέγαι ἀντ.
νυμφίδιοί τε κοῖται πατρῴας Ἰωλκοῦ.
ΑΔ. ἔπαιρε σαυτήν, ὦ τάλαινα, μὴ προδῷς·[1]
λίσσου δὲ τοὺς κρατοῦντας οἰκτεῖραι θεούς.
ΑΛ. ὁρῶ δίκωπον ὁρῶ σκάφος ἐν λίμνᾳ, στρ.
νεκύων δὲ πορθμεὺς
ἔχων χέρ' ἐπὶ κοντῷ Χάρων μ' ἤδη καλεῖ· τί μέλλεις;
ἐπείγου· σὺ κατείργεις.
τάδε τοι με σπερχόμενος ταχύνει.
ΑΔ. οἴμοι, πικράν γε τήνδε μοι ναυκληρίαν
ἔλεξας. ὦ δύσδαιμον, οἷα πάσχομεν.
ΑΛ. ἄγει μ' ἄγει μέ τις, οὐχ ὁρᾷς; ἀντ.
νεκύων ἐς αὐλὰν
ὑπ' ὀφρύσι κυαναυγέσι βλέπων πτερωτὸς Ἅιδας.
τί πράξεις; μέθες.[1] οἵαν
ὁδὸν ἁ δειλαιοτάτα προβαίνω.
ΑΔ. οἰκτρὰν φίλοισιν, ἐκ δὲ τῶν μάλιστ' ἐμοὶ
καὶ παισίν, οἷς δὴ πένθος ἐν κοινῷ τόδε.
ΑΛ. μέθετε μέθετέ μ' ἤδη.
κλίναθ', οὐ σθένω ποσίν·
πλησίον Ἅιδας·
σκοτία δ' ἐπ' ὄσσοις νὺξ ἐφέρπει.
τέκνα τεκν', οὐκέτι δὴ·
οὐκέτι μάτηρ σφῶν ἔστιν.
χαίροντες, ὦ τέκνα, τόδε φάος ὁρῶτον.—(250–281.)

ὦ Πελίου θύγατερ, στρ.
χαίρουσά μοι εἰν Ἀίδα δόμοισιν
τὸν ἀνάλιον οἶκον οἰκετεύοις.
ἴστω δ' Ἀΐδας ὁ μελαγχαίτας θεὸς ὅς τ' ἐπὶ κώπᾳ

πηδαλίῳ τε γέρων
νεκροπομπὸς ἴζει,
πολὺ δὴ πολὺ δὴ γυναῖκ' ἀρίσταν
λίμναν Ἀχεροντίαν πορεύ-
σας ἐλάτᾳ δικώπῳ.
πολλά σε μουσοπόλοι ἀντ.
μέλψουσι καθ' ἑπτάτονόν τ' ὀρείαν
χέλυν ἔν τ' ἀλύροις κλέοντες ὕμνοις,
Σπάρτᾳ κυκλὰς ἀνίκα Καρνείου περινίσσεται ὥρα
μηνὸς ἀειρομένας
παννύχου σελάνας,
λιπαραῖσί τ' ἐν ὀλβίαις Ἀθάναις.
τοίαν ἔλιπες θανοῦσα μολ-
πὰν μελέων ἀοιδοῖς.
εἴθ' ἐπ' ἐμοὶ μὲν εἴη, στρ.
δυναίμαν δέ σε πέμψαι
φάος ἐξ' Ἅιδα τεράμνων
Κωκυτοῦ τε ῥεέθρων
ποταμίᾳ νερτέρᾳ τε κώπᾳ.
σὺ γάρ, ὦ μόνα ὦ φίλα γυναικῶν,
σὺ τὸν αὐτᾶς
ἔτλας πόσιν ἀντὶ σᾶς ἀμεῖψαι
ψυχᾶς ἐξ Ἅιδα. κούφα σοι
χθὼν ἐπάνωθε πέσοι, γύναι. εἰ δέ τι
καινὸν ἕλοιτο[1] λέχος πόσις, ἦ μάλ' ἂν ἔμοιγ' ἂν εἴη
στυγηθεὶς τέκνοις τε τοῖς σοῖς.
ματέρος οὐ θελούσας ἀντ.
πρὸ παιδὸς χθονὶ κρύψαι
δέμας, οὐδὲ πατρὸς γεραιοῦ,
* * * * *
ὃν ἔτεκον δ', οὐκ ἔτλαν ῥύεσθαι
σχετλίω, πολιὰν ἔχοντε χαίταν·
σὺ δ' ἐν ἥβᾳ
νέᾳ προθανοῦσα φωτὸς οἴχει.
τοιαύτας εἴη μοι κῦρσαι
συνδυάδος φιλίας ἀλόχου· τὸ γὰρ
ἐν βιότῳ σπάνιον μέρος· ἦ γὰρ ἂν ἔμοιγ' ἄλυπος
δι' αἰῶνος ἂν ξυνείη.—(447–491.)

XENOPHON—*Memorabilia*, I., iv., 6–12.

πρὸς δὲ τούτοις οὐ δοκεῖ σοι καὶ τόδε προνοίας ἔργῳ ἐοικέναι,[1] τό, ἐπεὶ ἀσθενὴς μέν ἐστιν ἡ ὄψις, βλεφάροις αὐτὴν θυρῶσαι, ἃ, ὅταν μὲν αὐτῇ χρῆσθαί τι δέῃ, ἀναπετάννυται, ἐν δὲ τῷ ὕπνῳ συγκλείεται; ὡς δ' ἂν μηδὲ ἄνεμοι βλάπτωσιν, ἠθμὸν βλεφαρίδας ἐμφῦσαι· ὀφρύσι τε ἀπογεισῶσαι τὰ ὑπὲρ τῶν ὀμμάτων, ὡς μηδ' ὁ ἐκ τῆς κεφαλῆς ἱδρὼς κακουργῇ· τὸ δὲ τὴν ἀκοὴν δέχεσθαι μὲν πάσας φωνάς, ἐμπίπλασθαι δὲ μήποτε· καὶ τοὺς μὲν πρόσθεν ὀδόντας πᾶσι ζῴοις οἵους τέμνειν εἶναι, τοὺς δὲ γομφίους οἵους παρὰ τούτων δεξα-

Appendix D. Sessional Examinations.

μένους λεαίνειν· καὶ τὸ στόμα μέν, δι' οὗ ὧν ἐπιθυμεῖ τὰ ζῷα εἰςπέμπεται, πλησίον ὀφθαλμῶν καὶ ῥινῶν καταθεῖναι· ἐπεὶ δὲ τὰ ἀποχωροῦντα δυςχερῆ, ἀποστρέψαι τοὺς τούτων ὀχετοὺς καὶ ἀπενεγκεῖν ᾗ δυνατὸν προσωτάτω ἀπὸ τῶν αἰσθήσεων· ταῦτα οὕτω προνοητικῶς πεπραγμένα ἀπορεῖς πότερα τύχης ἢ γνώμης ἔργα ἐστίν; οὐ μὰ τὸν Δί', ἔφη, ἀλλ' οὕτω γε σκοπουμένῳ πάνυ ἔοικε ταῦτα σοφοῦ τινος δημιουργοῦ καὶ φιλοζῴου τεχνήματι. τὸ δὲ ἐμφῦσαι μὲν ἔρωτα τῆς τεκνοποιίας, ἐμφῦσαι δὲ ταῖς γειναμέναις ἔρωτα τοῦ ἐκτρέφειν, τοῖς δὲ τραφεῖσι μέγιστον μὲν πόθον τοῦ ζῆν, μέγιστον δὲ φόβον τοῦ θανάτου; ἀμέλει καὶ ταῦτα ἔοικε μηχανήμασί τινος ζῷα εἶναι βουλευσαμένου. σὺ δὲ σαυτὸν φρόνιμόν τι δοκεῖς ἔχειν, ἄλλοθι δὲ οὐδαμοῦ οὐδὲν οἴει φρόνιμον εἶναι; καὶ ταῦτα εἰδὼς ὅτι γῆς τε μικρὸν μέρος ἐν τῷ σώματι πολλῆς οὔσης ἔχεις καὶ ὑγροῦ βραχὺ πολλοῦ ὄντος καὶ τῶν ἄλλων δήπου μεγάλων ὄντων ἑκάστου μικρὸν μέρος λαβόντι τὸ σῶμα συνήρμοσταί σοι·

Parse fully and accurately every word to which the figure 1 is attached in the above extracts.

Translate :—

I often wondered by what kind of arguments the accusers of Sokrates persuaded the Athenians that he deserved to be put to death. The indictment runs somewhat in this way :—Sokrates is guilty of disbelieving in the gods which the state believes in, and of introducing strange gods. He is guilty, moreover, of corrupting the youth.

1. Classify verbs in ω according to their stems.
2. Classify the nouns of the consonantal declension according to their stems.

3. Translate :—

When I have taken the city I will kill all the citizens. He said that if anyone were to do this, he would do the greatest injury to the state. He spent half his life in a most disgraceful way.

Latin.

Examiner—Professor Lewis.

Translate :—

Horace—*Epistles*, I., v., 1.

Si potes Archiacis conviva recumbere lectis
Nec modica coenare times olus omne patella,
Supremo te sole domi, Torquate, manebo.
Vina bibes iterum Tauro diffusa palustres
Inter Minturnas Sinuessanumque Petrinum.
Sin melius quid habes, arcesse, vel imperium fer:
Iamdudum splendet focus et tibi munda supellex.
Mitte leves spes et certamina divitiarum
Et Moschi causam: cras nato Caesare festus
Dat veniam somnumque dies, impune licebit
Aestivam sermone benigno tendere noctem.
Quo mihi fortunam, si non conceditur uti?
Parcus ob heredis curam nimiumque severus
Assidet insano: potare et spargere flores
Incipiam patiarque vel inconsultus haberi.

CICERO—*Ad Familiares*, II., 6.

De ipso T. Annio tantum tibi polliceor, te maioris animi, gravitatis, constantiae, benevolentiae erga te, si complecti hominem volueris, habiturum esse neminem. Mihi vero tantum decoris, tantum dignitatis adiunxeris, ut eumdem te facile agnoscam fuisse in laude mea, qui fueris in salute. Ego, ni te videre scirem, quum ad te scriberem, quantum officii sustinerem, quanto opere mihi esset in hac petitione Milonis omni non modo contentione, sed etiam dimicatione elaborandum, plura scriberem. Nunc tibi omnem rem atque causam meque totum commendo atque trado. Unum hoc sic habeto: si a te hanc rem impetraro, me paene plus tibi quam ipsi Miloni debiturum: non enim mihi tam mea salus cara fuit, in qua praecipue sum ab illo adiutus, quam pietas erit in referenda gratia iucunda. Eam autem unius tuo studio me adsequi posse confido.

1. Describe accurately the situation of the following places:—Baiae, Teanum, Praeneste, Parma, Minturnae, and Cibyra.
2. Explain the words *infestus*, *cerno*, *auspicium*, *subucula*, *foenus*, and *venabulum*.
3. Write the life of Horace, and illustrate your statements by quotations from his works.
4. Give some account of T. Annius Milo and of the younger Curio.
5. What is the peculiar use of the tenses in the epistolary style of the Latin authors?
6. Draw the character of Cicero.

Translate into Latin:—

I know that my father does not learn many things, but much.
I will live virtuously, that I may die the more courageously.
He lived virtuously, that he might leave life with the greater resignation.
The multitude of stars is such that they cannot be numbered.
There are some who promise to help me.

Translate into Latin elegiacs:—

Whether thou bendest the struggling neck of a spirited horse,
I admire thy feet turned in a small circle.
Or if thou whirlest a vast spear with strong arm,
Thy fierce arm has faces turned towards it.
Or if thou holdest cornel hunting-spears with broad iron:
Finally whatsoever thou doest delights my eyes.

THE ENGLISH LANGUAGE.

Examiner, Professor ARMSTRONG.

1. Exhibit in tabular form the various dialects of the Aryan family of languages.
2. State Grimm's law, and illustrate it in a tabular form.
3. Give examples of the declensions of A. S. nouns and adjectives, and of the conjugation of A. S. verbs.
4. Name the principal foreign dialects which have affected the language of the Æglisc people since their settlement in Britain, and explain the nature of their influence upon it.
5. Give a list of the principal words of Keltic origin which are found in the English language.
6. Give examples of the inflexions of the same pronouns and substan-

Appendix D. Sessional Examinations.

tives, as they appear in A. S. grammar, and as they appear in the language of the *Canterbury Tales.*

7. Give an account of the East Midland Dialect of English, and compare it with the other principal dialects of England which appear subsequent to the Norman conquest.

8. Give a list of the principal *Teutonic suffixes* which appear in our language, and exhibit them as portions of current words of foreign origin.

9. Explain and give examples of the operation known as *phonetic decay.*

10. Make a metrical analysis of the following passage; explain the metrical and grammatical rules which you adopt in making it; and paraphrase it accurately in Modern English prose :—

"The Reeve was a sklendre colerik man,
His berd was shave as neigh as evere he can.
His heer was by his eres round i-shorn.
His top was docked lyk a preest biforn.
Full longe wern his legges, and ful lene,
Y-lik a staf, ther was no calf y-sene.
Wel cowde he kepe a gerner and a bynne;
Ther was non auditour cowde on him wynne.
Wel wiste he by the droughte, and by the reyn,
The yeeldyng of his seed, and of his greyn."

Modern Languages.

Examiner, Professor De Vericour.

N.B.—The following paper was common to students in Arts of first, second, and third years' standing, and to students of Medicine and Engineering of first year's standing. Question 6 was not given to Medical students.

1. Translate into French :—

The celebrity of the great classical writers is confined within no limits except those which separate civilized from savage man. Their works are the common property of every polished nation. They have furnished subjects for the painter, and models for the painter. In the minds of the educated classes throughout Europe, their names are indissolubly associated with the endearing recollections of childhood, the old school-room, the first prize, the tears so often shed and so quickly dried. So great is the veneration with which they are regarded, that even the editors and commentators, who perform the lowest menial offices to their memory, are considered, like the equerries and chamberlains of sovereign princes, as entitled to a high rank in the table of literary precedence.

Macaulay.

2. London, the metropolis of the British empire, appears to have been founded between the reigns of Julius Cæsar and Nero; but by whom, is uncertain; for we are told by Tacitus that it was a great place of trade in Nero's time, and soon after became the capital of the island. The city is not, like Paris, enclosed within barriers, and tends every day to become larger. Most of the streets are broad and spacious; the houses are, in general, but of a moderate height. It possesses several monuments, more remarkable for their antiquity than architecture. Its population is now-a-days above two millions souls. London is the grand

mart of the nation, to which all the active and industrious provincials send their commodities, whence they are diffused all over the world. The city is situated on the banks of the Thames, a river which is remarkably commodious for commerce, and is continually filled with vessels, sailing to or from the most remote climates. As London is about sixty miles from the sea, it enjoys, by means of its river, all the benefits of navigation, without the danger of being surprised by foreign fleets.

GUTHRIE.

1. Give the principal rules of the use of the subjunctive mood, and illustrate them by examples.
2. How is the adverb *just*, followed by a participle, rendered in French?
3. What difference is there between *savoir* and *connaître*?
4. Explain the difference of meaning of the following English and French words: *avertir* and *to advertise; avertissement* and *advertisement; aviser* and *to advise; assister* and *to assist; accomplissement* and *accomplishment; pupille* and *pupil; tuteur* and *tutor; concussion* and *concussion; sanguin* and *sanguine.*
5. Explain the full meaning of *dès que* by tracing its etymology.
6. State what you know of the life and works of one of the following authors: Montesqieu, Boileau, Molière.

MATHEMATICS.

Examiner, Professor NIVEN.

N.B.—The following Paper was common to first year's students of Arts and Engineering.

1. Construct a parallelogram, with sides inclined at a given angle, equal to the triangle ABC.
2. In an obtuse-angled triangle the square on the side subtending the obtuse angle is greater than the squares on the sides containing that angle by twice the rectangle contained by either of these sides and the projection on it of the other side.
3. Two tangents, and only two, can be drawn to a circle from an external point.

The two tangents are equal and make equal angles with the line joining the external point to the centre of the circle.

4. If straight lines be drawn bisecting two angles of a regular polygon, the point in which the bisectors intersect is equidistant from all the vertices of the polygon.
5. If two triangles have the sides about the angles proportional, they are equiangular.

If the product of the perpendiculars drawn from a point P on two opposite sides of a quadrilateral inscribed in a circle be equal to the product of the perpendiculars on the other two sides, prove that P lies on the circle.

6. Prove that $(a+b+c)^3 = a^3+b^3+c^3+3(a+b)(b+c)(c+a)$, and divide $9x^{\frac{3n}{2}} + \frac{1}{3}x^{-\frac{3n}{2}}$ by $x^{\frac{n}{2}} + \frac{1}{3}x^{-\frac{n}{2}}$.

7. Find the G.C.M. and the L.C.M. of x^3-3x-2 and $2x^3+x^2-4x-3$, and reduce to its simplest form $\left(\frac{a+2b}{a+b}+\frac{a}{b}\right)\div\left(\frac{a+2b}{b}-\frac{a}{a+b}\right)$.

Appendix D.

Sessional Examinations.

8. Solve the following equations :—

(1) $\dfrac{2x+15}{x-5}+\dfrac{3x+10}{x+2}=\dfrac{5x+6}{x+3}$.

(2) $x-\dfrac{1}{2x}=1\frac{1}{6}$.

(3) $\dfrac{x}{3}-\dfrac{2x-y}{5}=1\frac{1}{2}$, $1-\dfrac{4-y}{3}=6-\frac{1}{2}\cdot\dfrac{x-1}{5}$.

(4) $xy+az=yz+ax=yz+zx+xy=b$.

9. Define ratio and proportion.

If $a:b::c:d$, then $a+b:c+d::a:c$.

Sum the series $\dfrac{3}{2}+2+\dfrac{5}{2}+\ldots$ to 14 and to n terms.

10. Define a logarithm and prove that $\log\dfrac{a}{b}=\log a-\log b$.

Given $x=\left(\dfrac{225}{243}\right)^{\frac{1}{4}}$, $\log_{10}2=\cdot3010300$, $\log_{10}3=\cdot4771213$; find $\log_{10}x$.

11. Find the number of grades in 13° 17′, and prove the result by reconverting the angle into degrees, minutes.

12. Prove the formulæ—

(1) $\sin 2A=2\sin A\cos A$.

(2) $\sin(A+B)\sin(A-B)=\sin^2A-\sin^2B$.

Solve also the equation $\tan\theta+\cot\theta=\dfrac{4}{\sqrt{3}}$.

13. Prove that, in any triangle—

$$\sin\frac{A}{2}=\sqrt{\frac{\overline{s-b}\,.\,\overline{s-c}}{bc}} \text{ where } 2s=a+b+c.$$

Given $a=3\cdot75$, $b=5\cdot4$, $C=90°$, the data in (10), and

L tan 34° 46′ 40″ = 9·841 6366
L tan 34° 46′ 50″ = 9·841 6816

, find A, B.

14. If A B C be the angles of a triangle, prove that—

$$\sin\frac{3A-B}{2}+\sin\frac{3B-C}{2}+\sin\frac{3C-A}{2}=4\cos\frac{3A-B}{4}\cos\frac{3B-C}{4}\cos\frac{3C-A}{4}.$$

PRIZE PAPER.

1. If a straight line be drawn meeting the lines BC, CA, AB in the points D, E, F, prove that BD . CE . AF = CD . AE . BF; and conversely, that if this equality hold, D, E, F will lie in a straight line.

2. AB is the diameter of a circle, and C is any point on the curve; AC, BC meet the tangents at B, A in E, D, respectively; prove that AB is a mean proportional between AD, BE.

3. If a circle be inscribed in a square any tangent to the circle cuts the sides of the square in points which form a harmonic range.

4. Reduce the surd $\dfrac{1+\sqrt{2}+\sqrt{3}-\sqrt{6}}{1+\sqrt{2}-\sqrt{3}+\sqrt{6}}$ to its simplest form.

5. Solve the equations $x^3-y^3=3$, $x^6-y^6=63$, and show that—

if $(1-k^2x^4)y=2x\sqrt{(1-x^2)(1-k^2x^2)}$,

then $(1-k^2x^4)\sqrt{1-y^2}=1-2x^2+k^2x^4$,

and $(1-k^2x^4)\sqrt{1-k^2y^2}=1-2k^2x^2+k^2x^4$.

6. State the principal properties of determinants.

Prove that the determinants—

$$\begin{vmatrix} a & a & a & 0 & 0 \\ b & b & 0 & b & 0 \\ c & 0 & c & c & 0 \\ 0 & d & 0 & 0 & d \\ 0 & 0 & e & 0 & e \end{vmatrix}, \quad \begin{vmatrix} \sin 2\alpha, & \sin\overline{\alpha+\beta}, & \sin\overline{\alpha+\gamma} \\ \sin\overline{\alpha+\beta}, & \sin 2\beta, & \sin\overline{\beta+\gamma} \\ \sin\overline{\alpha+\gamma}, & \sin\overline{\beta+\gamma}, & \sin 2\gamma \end{vmatrix}$$

are each zero.

7. State and prove the exponential theorem, and show that the series is always convergent.

8. Sum the series—

$$1+\frac{1}{2^2}+\frac{1.4}{1.2}\cdot\frac{1}{2^4}+\frac{1.4.7}{1.2.3}\cdot\frac{1}{2^6}+\ldots\text{to }\infty.$$

$$\frac{1}{1.3.4}+\frac{1}{2.4.5}+\frac{1}{3.5.6}+\ldots\text{to } n \text{ terms.}$$

9. At what rate per cent. (compound interest), must a perpetual annuity of £300 a-year, payable quarterly, be calculated, if it can be bought for £6,741 13*s.* 4*d.*?

10. Prove that the equation $\sin\alpha\sin\gamma+\sin\beta\sin\theta=\sin\overline{\alpha+\beta}\sin\overline{\alpha+\theta}$ is satisfied by $\alpha+\beta+\gamma+\theta=\pi$, and find the complete solution of the equation.

Solve also the equation $\tan 3\theta-\tan\theta=\tan 4\theta-\tan 2\theta$.

11. If Δ_1, Δ_2, Δ_3 be the areas of the three triangles formed by joining the points where the escribed circles of the triangle ABC touch the sides, then $\Delta_1:\Delta_2:\Delta_3::\tan\frac{A}{2}:\tan\frac{B}{2}:\tan\frac{C}{2}$.

12. Prove the principle of proportional parts for tables of the logarithms of the series of angles, stating where it fails and how the defect in the tables in this case is remedied.

SECOND YEAR.

GREEK.

PASS PAPER.

Examiner, Professor BOULGER.

Translate:—

DEMOSTHENES—*Philippic* I., 51, 52.

τούτων, ὦ ἄνδρες Ἀθηναῖοι, τῶν ἀνεγνωσμένων[1] *ἀληθῆ μέν ἐστι τὰ πολλά, ὡς οὐκ ἔδει, οὐ μὴν ἀλλ' ἴσως οὐχ ἡδέα ἀκούειν. ἀλλ' εἰ μέν, ὅσα ἄν τις ὑπερβῇ*[1] *τῷ λόγῳ, ἵνα μὴ λυπήσῃ, καὶ τὰ πράγματα ὑπερβήσεται, δεῖ πρὸς ἡδονὴν δημηγορεῖν· εἰ δ' ἡ τῶν λόγων χάρις, ἂν ᾖ μὴ προσήκουσα, ἔργῳ ζημία γίγνεται, αἰσχρόν ἐστι φενακίζειν ἑαυτούς, καὶ ἅπαντ' ἀναβαλλομένους ἃ ἂν ᾖ δυσχερῆ πάντων ὑστερεῖν τῶν ἔργων, καὶ μηδὲ τοῦτο δύνασθαι μαθεῖν,*[1] *ὅτι δεῖ τοὺς ὀρθῶς πολέμῳ χρωμένους οὐκ ἀκολουθεῖν τοῖς πράγμασιν ἀλλ' αὐτοὺς ἔμπροσθεν εἶναι τῶν πραγμάτων, καὶ τὸν αὐτὸν τρόπον, ὥσπερ τῶν στρατευμάτων ἀξιώσειέ*[1] *τις ἂν τὸν στρατηγὸν ἡγεῖσθαι, οὕτω καὶ τῶν πραγμάτων τοὺς βουλευομένους, ἵν' ἃ ἂν ἐκείνοις δοκῇ, ταῦτα πράττηται καὶ μὴ τὰ συμβάντα ἀναγκάζωνται διώκειν. ὑμεῖς δ', ὦ ἄνδρες Ἀθηναῖοι, πλείστην δύναμιν ἁπάντων ἔχοντες, τριήρεις, ὁπλίτας, ἱππέας, χρημάτων πρόσοδον, τούτων μὲν μέχρι τῆς τήμερον ἡμέρας οὐδενὶ πώποτε εἰς δέον τι*

Appendix D.

Sessional Examinations.

κέχρησθε, οὐδὲν δ' ἀπολείπετε, ὥσπερ οἱ βάρβαροι πυκτεύουσιν, οὕτω πολεμεῖν Φιλίππῳ. καὶ γὰρ ἐκείνων ὁ πληγεὶς[1] ἀεὶ τῆς πληγῆς ἔχεται, κἂν ἑτέρωσε παράξῃς, ἐκεῖσέ εἰσιν αἱ χεῖρες· προβάλλεσθαι δ' ἢ βλέπειν ἐναντίον οὔτ' οἶδεν οὔτ' ἐθέλει.

HOMER—*Odyssey*, XX., 350–370.

τοῖσι δὲ καὶ μετέειπε Θεοκλύμενος θεοειδής
"ἆ δειλοί, τί κακὸν τόδε πάσχετε; νυκτὶ μὲν ὑμέων
εἰλύαται[1] κεφαλαί τε πρόσωπά τε νέρθε τε γοῦνα.
οἰμωγὴ δὲ δέδηε, δεδάκρυνται δὲ παρειαί,
αἵματι δ' ἐρράδαται[1] τοῖχοι καλαί τε μεσόδμαι·
εἰδώλων δὲ πλέον πρόθυρον, πλείη δὲ καὶ αὐλή,
ἰεμένων Ἔρεβόσδε ὑπὸ ζόφον· ἠέλιος δὲ
οὐρανοῦ ἐξαπόλωλε,[1] κακὴ δ' ἐπιδέδρομεν ἀχλύς."
ὣς ἔφαθ', οἱ δ' ἄρα πάντες ἐπ' αὐτῷ ἡδὺ γέλασσαν.
τοῖσιν δ' Εὐρύμαχος, Πολύβου παῖς, ἦρχ' ἀγορεύειν·
"ἀφραίνει ξεῖνος νέον ἄλλοθεν εἰληλουθώς.[1]
ἀλλά μιν αἶψα, νέοι, δόμου ἐκπέμψασθε θύραζε
εἰς ἀγορὴν ἔρχεσθαι, ἐπεὶ τάδε νυκτὶ ἔοικεν."
τὸν δ' αὖτε προσέειπε Θεοκλύμενος θεοειδής
"Εὐρύμαχ', οὔτι σ' ἄνωγα ἐμοὶ πομπῆας ὀπάζειν·
εἰσί μοι ὀφθαλμοί τε καὶ οὖατα καὶ πόδες[1] ἄμφω
καὶ νόος ἐν στήθεσσι τετυγμένος[1] οὐδὲν ἀεικής.
τοῖς ἔξειμι θύραζε, ἐπεὶ νοέω κακὸν ὔμμιν
ἐρχόμενον, τό κεν οὔτις ὑπεκφύγοι[1] οὐδ' ἀλέαιτο
μνηστήρων, οἳ δῶμα κατ' ἀντιθέου Ὀδυσῆος
ἀνέρας ὑβρίζοντες ἀτάσθαλα μηχανάασθε."

EURIPIDES—*Hippolytus*, 616–633.

ὦ Ζεῦ, τί δὴ κίβδηλον ἀνθρώποις κακὸν
γυναῖκας ἐς φῶς ἡλίου κατῴκισας;
εἰ γαρ βρότειον ἤθελες σπεῖραι γένος,
οὐκ ἐκ γυναικῶν χρῆν παρασχέσθαι[1] τόδε,
ἀλλ' ἀντιθέντας[1] σοῖσιν ἐν ναοῖς βροτοὺς
ἢ χρυσὸν ἢ σίδηρον ἢ χαλκοῦ βάρος
παίδων πρίασθαι σπέρμα, τοῦ τιμήματος
τῆς ἀξίας ἕκαστον· ἐν δὲ δώμασι
ναίειν ἐλευθέροισι θηλειῶν ἄτερ.
νῦν δ' ἐς δόμους μὲν πρῶτον ἄξεσθαι κακὸν
μέλλοντες ὄλβον δωμάτων ἐκτείνομεν.
τούτῳ δὲ δῆλον ὡς γυνὴ κακὸν μέγα·
προσθεὶς γὰρ ὁ σπείρας τε κἀκθρέψας πατὴρ
φερνὰς ἀπῴκισ', ὡς ἀπαλλαχθῇ[1] κακοῦ·
ὁ δ' αὖ λαβὼν ἀτηρὸν ἐς δόμους φυτὸν
γέγηθε κόσμον προστιθεὶς ἀγάλματι
καλὸν κακίστῳ καὶ πέπλοισιν ἐκπονεῖ
δύστηνος, ὄλβον δωμάτων ὑπεξελών.

I. Parse fully and accurately every word in the above extracts to which the figure 1 is attached.

II. Translate:—

1. He told us that if this were so we ought to set about the task.
2. I asked the boy whether he thought life full of cares.
3. How much do you think the eagle will fetch, if offered for sale?

III.—1. Classify verbs in ω according to their stems.

2. Illustrate the three ways in which Homer inflects verbs whose stem ends in α.

PRIZE PAPER.

Translate:—

HOMER—*Odyssey.*

Χαῖρε, πάτερ ὦ ξεῖνε· γένοιτό τοι ἔς περ ὀπίσσω
ὄλβος· ἀτὰρ μὲν νῦν γε κακοῖς ἔχεαι πολέεσσιν.
Ζεῦ πάτερ, οὔτις σεῖο θεῶν ὀλοώτερος ἄλλος·
οὐκ ἐλεαίρεις ἄνδρας, ἐπὴν δὴ γείνεαι αὐτὸς,
μισγέμεναι κακότητι καὶ ἄλγεσι λευγαλέοισιν.
ἴδιον, ὡς ἐνόησα, δεδάκρυνται δέ μοι ὄσσε
μνησαμένῳ Ὀδυσῆος, ἐπεὶ καὶ κεῖνον ὀΐω
τοιάδε λαίφε' ἔχοντα κατ' ἀνθρώπους ἀλάλησθαι,
εἴ που ἔτι ζώει καὶ ὁρᾷ φάος ἠελίοιο.
εἰ δ' ἤδη τέθνηκε καὶ εἰν Ἀΐδαο δόμοισιν,
ὤ μοι ἔπειτ' Ὀδυσῆος ἀμύμονος, ὅς μ' ἐπὶ βουσὶν
εἷσ' ἔτι τυτθὸν ἐόντα Κεφαλλήνων ἐνὶ δήμῳ.
νῦν δ' αἱ μὲν γίγνονται ἀθέσφατοι, οὐδέ κεν ἄλλως
ἀνδρί γ' ὑποσταχύοιτο βοῶν γένος εὐρυμετώπων·
τὰς δ' ἄλλοι με κέλονται ἀγινέμεναί σφισιν αὐτοῖς
ἔδμεναι· οὐδέ τι παιδὸς ἐνὶ μεγάροις ἀλέγουσιν,
οὐδ' ὄπιδα τρομέουσι θεῶν· μεμάασι γὰρ ἤδη
κτήματα δάσσασθαι δὴν οἰχομένοιο ἄνακτος.—(XX., 199–216.)

ἡ δ' ὅτε δὴ θάλαμον τὸν ἀφίκετο δῖα γυναικῶν
οὐδόν τε δρύϊνον προσεβήσετο, τόν ποτε τέκτων
ξέσσεν ἐπισταμένως καὶ ἐπὶ στάθμην ἴθυνεν,
ἐν δὲ σταθμοὺς ἄρσε, θύρας δ' ἐπέθηκε φαεινὰς,
αὐτίκ' ἄρ' ἤγ' ἱμάντα θοῶς ἀπέλυσε κορώνης,
ἐν δὲ κληῖδ' ἧκε, θυρέων δ' ἀνέκοπτεν ὀχῆας
ἄντα τιτυσκομένη· τὰ δ' ἀνέβραχεν ἠΰτε ταῦρος
βοσκόμενος λειμῶνι· τόσ' ἔβραχε καλὰ θύρετρα
πληγέντα κληῖδι, πετάσθησαν δέ οἱ ὦκα.
ἡ δ' ἄρ' ἐφ' ὑψηλῆς σανίδος βῆ· ἔνθα δὲ χηλοὶ
ἔστασαν, ἐν δ' ἄρα τῇσι θυώδεα εἵματ' ἔκειτο.
ἔνθεν ὀρεξαμένη ἀπὸ πασσάλου αἴνυτο τόξον
αὐτῷ γωρυτῷ, ὅς οἱ περίκειτο φαεινός.—(XXI., 42–54.)

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Sessional Examinations.

EURIPIDES—*Hippolytus.*

σὺ δ' ἀμφὶ τὰν πολύθηρον
Δίκτυνναν ἀμπλακίαις
ἀνίερος ἀθύτων πελάνων τρύχει.
φοιτᾷ γὰρ καὶ διὰ λίμνας
χέρσον θ' ὑπὲρ πελάγους
δίναισιν νοτίας ἅλμας.
ἦ πόσιν, τὸν Ἐρεχθειδᾶν
ἀρχαγόν, τὸν εὐπατρίδαν,
ποιμαίνει τις ἐν οἴκοις
κρυπτὰ κοίτα λεχέων σῶν;
ἢ ναυβάτας τις ἔπλευσεν
Κρήτας ἔξορμος ἀνὴρ
λιμένα τόνδ' εὐξεινότατον ναύταις
φάμαν πέμπων βασιλείᾳ,
λύπᾳ δ' ὑπὲρ παθέων
εὐναία δέδεται ψυχάν;
φιλεῖ δὲ τᾷ δυστρόπῳ γυναικῶν
ἁρμονίᾳ κακὰ δύστανος
ἀμαχανία συνοικεῖν
ὠδίνων τε καὶ ἀφροσύνας.
δι' ἐμᾶς ᾔξέν ποτε νηδύος ἄδ' αὔρα·
τὰν δ' εὔλοχον οὐρανίαν
τόξων μεδέουσαν ἀΰτευν
Ἄρτεμιν, καὶ μοι πολυζήλωτος αἰεὶ
σὺν θεοῖσι φοιτᾷ.—(145–170.)

καὶ δεσπότης μὲν ἱππικοῖς ἐν ἥθεσι
πολὺς ξυνοικῶν ἥρπασ' ἡνίας χεροῖν,
ἕλκει δὲ κώπην ὥστε ναυβάτης ἀνὴρ
ἡμᾶσιν ἐς τοὔπισθεν ἀρτήσας δέμας.
αἱ δ' ἐνδακοῦσαι στόμια πυριγενῆ γνάθοις
βίᾳ φέρουσιν, οὔτε ναυκλήρου χερὸς
οὔθ' ἱπποδέσμων οὔτε κολλητῶν ὄχων
μεταστρέφουσαι. κεἰ μὲν ἐς τὰ μαλθακὰ
γαίας ἔχων οἴακας ἰθύνοι δρόμον,
προὐφαίνετ' εἰς τοὔμπροσθεν, ὥστ' ἀναστρέφειν,
ταῦρος, φόβῳ τέτρωρον ἐκμαίνων ὄχον·
εἰ δ' ἐς πέτρας φέροιντο μαργῶσαι φρένας,
σιγῇ πελάζων ἄντυγι ξυνείπετο,
ἐς τοῦθ' ἕως ἔσφηλε κἀνεχαίτισεν,
ἀψῖδα πέτρῳ προσβαλὼν ὀχήματος.
σύμφυρτα δ' ἦν ἅπαντα· σύριγγές τ' ἄνω
τροχῶν ἐπήδων ἀξόνων τ' ἐνήλατα.—(1219–1235.)

DEMOSTHENES—*Philippic* I.

πότ' οὖν, ὦ ἄνδρες Ἀθηναῖοι, πότε ἃ χρὴ πράξετε; ἐπειδὰν τί γένηται; ἐπειδὰν νὴ Δί' ἀνάγκη τις ᾖ. νῦν δὲ τί χρὴ τὰ γιγνόμενα ἡγεῖσθαι; ἐγὼ

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μὲν γὰρ οἶομαι τοῖς ἐλευθέροις μεγίστην ἀνάγκην τὴν ὑπὲρ τῶν πραγμάτων αἰσχύνην εἶναι. ἢ βούλεσθε, εἰπέ μοι, περιόντες αὐτῶν πυνθάνεσθαι κατὰ τὴν ἀγοράν· λέγεταί τι καινόν; γένοιτο γὰρ ἄν τι καινότερον ἢ Μακεδὼν ἀνὴρ Ἀθηναίους καταπολεμῶν καὶ τὰ τῶν Ἑλλήνων διοικῶν; τέθνηκε Φίλιππος; οὐ μὰ Δί', ἀλλ' ἀσθενεῖ. τί δ' ὑμῖν διαφέρει; καὶ γὰρ ἂν οὗτός τι πάθῃ, ταχέως ὑμεῖς ἕτερον Φίλιππον ποιήσετε, ἄνπερ οὕτω προσέχητε τοῖς πράγμασι τὸν νοῦν· οὐδὲ γαρ οὗτος παρὰ τὴν αὐτοῦ ῥώμην τοσοῦτον ἐπηύξηται ὅσον παρὰ τὴν ἡμετέραν ἀμέλειαν. καίτοι καὶ τοῦτο· εἴ τι πάθοι καὶ τὰ τῆς τύχης ἡμῖν ὑπάρξαι, ἥπερ ἀεὶ βέλτιον ἢ ἡμεῖς ἡμῶν αὐτῶν ἐπιμελούμεθα, καὶ τοῦτ' ἐξεργάσαιτο ἴσθ' ὅτι πλησίον μὲν ὄντες, ἅπασιν ἂν τοῖς πράγμασι τεταραγμένοις ἐπιστάντες ὅπως βούλεσθε διοικήσαισθε, ὡς δὲ νῦν ἔχετε οὐδὲ διδόντων τῶν καιρῶν Ἀμφίπολιν δέξασθαι δύναισθ' ἂν, ἀπηρτημένοι καὶ ταῖς παρασκευαῖς καὶ ταῖς γνώμαις.

DEMOSTHENES—*Philippic* III.

καὶ μὴν κἀκεῖνό γε ἴστε, ὅτι ὅσα μὲν ὑπὸ Λακεδαιμονίων, ἢ ὑφ' ἡμῶν ἔπασχον οἱ Ἕλληνες, ἀλλ' οὖν ὑπὸ γνησίων γ' ὄντων τῆς Ἑλλάδος ἠδικοῦντο, καὶ τὸν αὐτὸν τρόπον ἄν τις ὑπέλαβε τοῦθ', ὥσπερ ἂν εἰ υἱὸς ἐν οὐσίᾳ πολλῇ γεγονὼς γνήσιος διῴκει τι μὴ καλῶς μηδ' ὀρθῶς, κατ' αὐτὸ μὲν τοῦτο ἄξιον μέμψεως εἶναι καὶ κατηγορίας, ὡς δ' οὐ προσήκων ἢ ὡς οὐ κληρονόμος τούτων ὧν ταῦτα ἐποίει, οὐκ ἐνεῖναι λέγειν. εἰ δέ γε δοῦλος ἢ ὑποβολιμαῖος τὰ μὴ προσήκοντα ἀπώλλυε καὶ ἐλυμαίνετο, Ἡράκλεις ὅσῳ μᾶλλον δεινὸν καὶ ὀργῆς ἄξιον πάντες ἂν ἔφασαν εἶναι. ἀλλ' οὐχ ὑπὲρ Φιλίππου καὶ ὧν ἐκεῖνος πράττει νῦν, οὐχ οὕτως ἔχουσιν, οὐ μόνον οὐχ Ἕλληνος ὄντος οὐδὲ προσήκοντος οὐδὲν τοῖς Ἕλλησιν, ἀλλ' οὐδὲ βαρβάρου ἐντεῦθεν ὅθεν καλὸν εἰπεῖν, ἀλλ' ὀλέθρου Μακεδόνος, ὅθεν οὐδ' ἀνδράποδον σπουδαῖον οὐδὲν ἦν πρότερον πρίασθαι.

1. What are the only consonants in which a Greek word can end? Classify the mute consonants according to the organ of utterance. What phonetic law is illustrated by the words *μεσημβρία—βροτός*?

2. What is peculiar in the accentuation of the following words:—*κανοῦν—ἑτησίων—ἄδελφε—τιμᾶν*? Distinguish *φώς, φῶς, φῷς, ἀγών* and *ἄγων, δοκεῖ* and *δόκει*.

3. Give examples of elided stems. In the case of dental stems the nominative singular may be formed in two distinct ways:— what are they?

4. Give the Greek equivalents for *radicitus, foras, foris, domi*. Compare the Latin forms *ovis, vicus, sum, fera, solvunt*—with the Greek.

5. Translate into Attic prose:—

(α.) If any man is in the habit of performing just actions it is he.
(β.) Would that the physician were here!
(γ.) Would that the physician had been here!
(δ.) The king will not fight these ten days.
(ε.) As long as a boat, be it small or large, remains safe, then sailor, officer, everyone in his place must be zealous, and see that no one intentionally or unintentionally upsets her; but when the sea has overwhelmed her, all efforts are useless.

Appendix D.

Sessional Examinations.

LATIN.

Examiner, Professor LEWIS.

Translate:—

TACITUS—*Germania,* c. 13.

Nihil autem neque publicae neque privatae rei nisi armati agunt. Sed arma sumere non ante cuiquam moris quam civitas suffecturum probaverit. Tum in ipso concilio vel principum aliquis vel pater vel propinqui scuto frameaque iuvenem ornant. Haec apud illos toga, hic primus iuventae honos; ante hoc domus pars videntur, mox rei publicae. Insignis nobilitas aut magna patrum merita principis dignationem etiam adulescentulis adsignant: ceteris robustioribus ac iam pridem probatis adgregantur; nec rubor inter comites aspici. Gradus quin etiam ipse comitatus habet, iudicio eius quem sectantur; magnaque et comitum aemulatio, quibus primus apud principem suum locus, et principum, cui plurimi et acerrimi comites. Haec dignitas, hae vires, magno semper electorum iuvenum globo circumdari; in pace decus, in bello praesidium. Nec solum in sua gente cuique, sed apud finitimas quoque civitates id nomen, ea gloria est, si numero ac virtute comitatus emineat: expetuntur enim legationibus et muneribus ornantur et ipsa plerumque fama bella profligant.

TERENCE—*Adelphi,* Act II., sc. ii., 1.

Sy. Tace, egomet conueniam ipsum: cupide accipiat faxo atque etiam
Bene dicat secum esse actum. Quid istuc, Sannio, est quod te audio
Nescio quid concertasse cum ero? *Sa.* Numquam uidi iniquius
Certationem comparatam, quam haec hodie inter nos fuit:
Ego uapulando, ille uerberando, usque ambo defessi sumus.
Sy. Tua culpa. *Sa.* Quid facerem? *Sy.* Adulescenti morem gestum oportuit.
Sa. Qui potui melius, qui hodie usque os praebui? *Sy.* Age, scis quid loquar?
Pecuniam in loco neglegere maxumum interdumst lucrum: hui,
Metuisti, si nunc de tuo iure concessisses paululum
Atque adulescenti morigerasses, hominum homo stultissume,
Ne non tibi istuc faeneraret. *Sa.* Ego spem pretio non emo.
Sy. Numquam rem facies: abi, inescare nescis homines, Sannio.
Sa. Credo istuc melius esse: uerum ego numquam adeo astutus fui,
Quin quidquid possem mallem auferre potius in praesentia.
Sy. Age noui tuom animum: quasi iam usquam tibi sint uiginti minae,
Dum huic obsequare. Praeterea autem te aiunt proficisci Cyprum. *Sa.* Hem.

1. Notice some passages in the *Germania,* where Tacitus indirectly refers to the manners and customs of his own countrymen.
2. Name the most celebrated contemporaries of Tacitus.
3. Derive the words *ebrietas, oblecto, serratus, caespes, torquis,* and *argentum.*
4. On what occasion was the *Adelphi* first acted?
5. From what source did Terence derive his comedies?
6. Explain the Cretic and Bacchiac metres.

Translate into Latin:—

How comes it that you are as dear to me as if you were my son?

How comes it that your son is as dear to me as you yourself?

These passages do not please me as much as if they had been translated word for word from the Greek originals.

Caius did everything according to his own will, as completely as you have always done.

We have sent you as large a portion as we have taken for ourselves.

Lucilius prepares himself for his journey as cheerfully as if he were acting by his own will.

Translate into Latin elegiacs :—

Happy who hath grown callous by suffering,
And learnt by suffering much to suffer more.
Him the face of Fortune will not terrify :
The storm will strike him fearless.
And as the pilot, when the winds battle,
Has the means of learning his arts ;
So we learn by the wrath of Fortune,
To despise all Fortune's threats.

Logic.

Examiner, Professor Read.

1. How do you define logic, and what is its proper province?
2. Define abstract, collective, and contradictory terms.
3. If the predicate of a proposition in A be a common term, and the subject be the same, what relations may exist between them?
4. How would you classify definitions and descriptions?
5. What are the causes to which the most important ambiguities in terms are to be attributed?
6. What propositions are true, false, or uncertain, if A be false and I be true respectively?
7. Explain the difference between mediate and immediate inference.
8. Prove that two particular premisses prove nothing. How is this rule affected by the introduction of Sir W. Hamilton's new classes of propositions? Does it admit of exceptions?
9. Construct syllogisms in Camenes and Bokardo, and reduce them ostensively.
10. Special rules for the third figure with proofs.
11. Explain with illustrations prosyllogism and episyllogism.
12. What is a constructive conjunctive syllogism? When is it valid?
13. Explain "modus ponendo tollens."
14. What are the fallacies of composition and division, and of Ignoratio Elenchi?

Mathematics.

Examiner, Professor Niven.

N.B.—The following Paper was common to second year's students of Arts and Engineering.

1. Obtain an expression for the volume of a pyramid.
2. Prove that, in a spherical triangle, $\cos a = \cos b \cos c + \sin b \sin c \cos A$, (1) when b and c are both less than quadrants, (2) when b is greater than a quadrant, and deduce the value of $\cos a$ in terms of the angles.

Appendix D. Sessional Examinations.

If when a, b, A, are given, the value of c be given subject to ambiguity and if c_1, c_2, be its two values, prove that $\cot\frac{c_1}{2}\cot\frac{c_2}{2}=\cot\frac{a+b}{2}\cot\frac{a-b}{2}$.

3. Show how to solve a right angled spherical triangle when another angle is given and one of the sides.

4. Prove that—

$\cos\frac{\theta}{n}+\sqrt{-1}\sin\frac{\theta}{n}$ is one of the values of $(\cos\theta+\sqrt{-1}\sin\theta)^{\frac{1}{n}}$.

What are the other values?

Sum the series $\cos\alpha+\frac{1}{2}\cos 2\alpha+\frac{1}{4}\cos 3\alpha+\ldots$ to ∞.

5. Find the equation of a straight line passing through a given point and parallel to a given straight line.

Find the locus of each of the following equations—

(1) $2x-3y=1$,

(2) $\frac{\sqrt{2}}{r}=\cos(\theta+135^\circ)$,

(3) $(x-2)^2-3(x-2)y+2y^2=0$;

and find the length of the perpendicular from the point of intersection of the two members of (3) upon (1).

6. Obtain the equation of the tangent to a circle at any point.

Find the length of the chord of intersection of the circle—

$x^2+y^2+x-4y=\frac{3}{4}$ with the straight line $2x+y=1$.

7. Find the equation and length of the normal to a parabola at any point.

Tangents are drawn to a parabola such that the line bisecting the angle between them is parallel to a fixed straight line, find the locus of their intersection.

8. Find the diameter of a series of parallel chords in an ellipse.

9. Prove that—

$$\frac{dy}{dx}=\frac{dy}{dz}\cdot\frac{dz}{dx},\quad \frac{dy}{dx}\cdot\frac{dx}{dy}=1,$$

explaining also the purposes for which the formulæ are used.

Differentiate $\log x$, $\tan^{-1}\sqrt{\frac{1+x}{1-x}}$, $e^{\tan x}$, $\frac{2x+1}{\sqrt{3-x-x^2}}$.

10. State and prove Maclaurin's theorem.

Expand $e^x\cos ax$ up to x^3.

11. If $x=r\cos\theta$, $y=r\sin\theta$, and r, θ be functions of t, show that—

$$x\frac{d^2x}{dt^2}+y\frac{d^2y}{dt^2}=r\frac{d^2r}{dt^2}-\left(r\frac{d\theta}{dt}\right)^2.$$

12. If the tangent to a curve given by the polar equation make an angle ϕ with the radius vector, prove that $\tan\phi=r\frac{d\theta}{dr}$.

If p be the perpendicular from the focus on the tangent to an ellipse at the point (r,θ) prove that $p=b\sqrt{\frac{r}{2a-r}}$.

13. Prove that—

$\int\phi(x)dx=\int\phi(x)\frac{dx}{d\theta}\cdot d\theta$, and find these integrals—

$$\int\frac{1}{\sqrt{x^2+a^2}}dx,\quad \int(x\log x)^2dx,\quad \int_0^{2a}x(2ax-x^2)^{\frac{3}{2}}dx.$$

14. Find an expression for the area of a plane curve.

Find the area of the curve $y(2a-x)=a^2x$ between $x=o$ and $x=2a$.

Natural Philosophy.

Examiner, Professor England.

N.B.—The following paper was common to second year's students in Arts and Engineering, with the exception of Questions 10, 11, 12, which were for students in Arts only, and 13, 14, and 15, which were intended for Engineering students.

1. What is the condition of equilibrium in the ordinary screw press; how can it be derived from the conditions in the inclined plane and lever?

2. The co-efficient of friction being ·5, what force would be necessary to move a body which weighs 100lbs. up an inclined plane the height of which is to its length as 3 : 5?

3. A particle is projected at an angle of 60° with the horizon, with a velocity of 500 feet per second, find its position at the end of three seconds.

4. A heavy particle is projected vertically upwards, prove that during its motion the sum of the kinetic and potential energies is the same.

5. Two equal isosceles triangles are just immersed vertically in a fluid, one with its base, the other with its vertex downward, compare the ratio of the pressure on each.

6. In a mixture of two fluids whose specific gravities are ·3 : ·5 a body whose specific gravity is ·8 loses half its weight in immersion, compare the quantities in which the fluids are mixed.

7. The radii of the surfaces of a double convex lens are respectively 12 inches and 6 inches, its focal length being 8 inches; what is the index of refraction of the material of which it is formed?

8. Describe the construction of a reflecting telescope and how to estimate its magnifying power.

9. The specific heat of copper being ·095, if a piece of copper weighing 5 ozs. heated to 100° cent. is introduced into a vessel containing 12 ozs. of water at 10° cent., what will be the resulting temperature?

10. How is it known that the moon rotates on its axis in the same time as it rotates round the earth?

11. How are the right ascension and declination of a star observed?

12. What must be the sun's declination when twilight lasts all night in a given latitude.

13. How would you construct an electro magnet?

14. How would you arrange a battery to produce the maximum heating power?

15. Describe the method by which one clock may be made to control another through the intervention of an electrical current.

THIRD YEAR.

Greek.

Examiner, Professor Boulger.

Translate:—

Thucydides.

τίς οὖν αὕτη ἡ φιλία ἐγίγνετο ἡ ἐλευθερία πιστή, ἐν ᾗ παρὰ γνώμην ἀλλήλους ὑπεδεχόμεθα, καὶ οἱ μὲν ἡμᾶς ἐν τῷ πολέμῳ δεδιότες ἐθεράπευον, ἡμεῖς δὲ ἐκείνους ἐν τῇ ἡσυχίᾳ τὸ αὐτὸ ἐποιοῦμεν; ὅ τε τοῖς ἄλλοις μάλιστα εὔνοια πίστιν βεβαιοῖ, ἡμῖν τοῦτο ὁ φόβος ἐχυρὸν παρεῖχε, δέει τε τὸ πλέον ἢ φιλίᾳ κατεχόμενοι ξύμμαχοι ἦμεν· καὶ ὁποτέροις θᾶσσον παράσχοι ἀσφάλεια θάρσος, οὗτοι πρότεροί τι καὶ παραβήσεσθαι ἔμελλον. ὥστε εἴ τῳ

Appendix D.

Sessional Examinations.

δοκοῦμεν ἀδικειν προαποστάντες διὰ τὴν ἐκείνων μέλλησιν τῶν ἐς ἡμᾶς δεινων, αὐτοὶ οὐκ ἀνταναμείναντες σαφῶς εἰδέναι εἴ τι αὐτῶν ἔσται, οὐκ ὀρθῶς σκοπεῖ. εἰ γὰρ δυνατοὶ ἦμεν ἐκ τοῦ ἴσου καὶ ἀντεπιβουλεῦσαι, καὶ ἀντιμελλῆσαί τι ἔδει ἡμᾶς ἐκ τοῦ ὁμοίου [ἐπ' ἐκείνοις εἶναι], ἐπ' ἐκείνοις δὲ ὄντος ἀεὶ τοῦ ἐπιχειρεῖν καὶ ἐφ' ἡμῖν εἶναι δεῖ τὸ προαμύνασθαι.—(III., 12.)

οἱ δ' ὑπερβαίνοντες τῶν Πλαταιῶν ἐν τούτῳ, ὡς οἱ πρῶτοι αὐτῶν ἀναβεβήκεσαν καὶ τοῦ πύργου ἑκατέρου τοὺς φύλακας διαφθείραντες ἐκεκρατήκεσαν, τάς τε διόδους τῶν πύργων ἐνστάντες αὐτοὶ ἐφύλασσον μηδένα δι' αὐτῶν ἐπιβοηθεῖν, καὶ κλίμακας προσθέντες ἀπὸ τοῦ τείχους τοῖς πύργοις καὶ ἐπαναβιβάσαντες ἄνδρας πλείους, οἱ μὲν ἀπὸ τῶν πύργων τοὺς ἐπιβοηθοῦντας καὶ κάτωθεν καὶ ἄνωθεν εἴργον βάλλοντες, οἱ δ' ἐν τούτῳ οἱ πλείους πολλὰς προσθέντες κλίμακας ἅμα καὶ τὰς ἐπάλξεις ἀπώσαντες διὰ τοῦ μεταπυργίου ὑπερέβαινον.—(III., 23.)

τοιαῦτα δὲ οἱ Θηβαῖοι εἶπον. οἱ δὲ Λακεδαιμόνιοι δικασταὶ νομίζοντες τὸ ἐπερώτημα σφίσιν ὀρθῶς ἔξειν, εἴ τι ἐν τῷ πολέμῳ ὑπ' αὐτῶν ἀγαθὸν πεπόνθασι, διότι τόν τε ἄλλον χρόνον ἠξίουν δῆθεν αὐτοὺς κατὰ τὰς παλαιὰς Παυσανίου μετὰ τόν Μῆδον σπονδὰς ἡσυχάζειν καὶ ὅτε ὕστερον ἃ πρὸ τοῦ περιτειχίζεσθαι προείχοντο αὐτοῖς, κοινοὺς εἶναι κατ' ἐκεῖνα, [ὡς] οὐκ ἐδέξαντο, ἡγούμενοι τῇ ἑαυτῶν δικαίᾳ βουλήσει ἔκσπονδοι ἤδη ὑπ' αὐτῶν κακῶς πεπονθέναι, αὖθις τὸ αὐτὸ ἕνα ἕκαστον παραγαγόντες καὶ ἐρωτῶντες, εἴ τι Λακεδαιμονίους καὶ τοὺς ξυμμάχους ἀγαθὸν ἐν τῷ πολέμῳ δεδρακότες εἰσίν, ὁπότε μὴ φαῖεν, ἀπάγοντες ἀπέκτεινον καὶ ἐξαίρετον ἐποιήσαντο οὐδένα.

(III., 68.)

ARISTOPHANES—*Ranae*, 394–424.

ΧΟΡ. *βούλεσθε δῆτα κοινῇ*
σκώψωμεν Ἀρχέδημον;
ὃς ἐπτέτης ὢν οὐκ ἔφυσε φράτορας,
νυνὶ δὲ δημαγωγεῖ
ἐν τοῖς ἄνω νεκροῖσι,
κἀστὶν τὰ πρῶτα τῆς ἐκεῖ μοχθηρίας.

* * * * *

ΔΙΟ. *ἔχοιτ' ἂν οὖν φράσαι νῷν*
Πλούτων' ὅπου 'νθάδ' οἰκεῖ;
ξένω γάρ ἐσμεν ἀρτίως ἀφιγμένω.

ΧΟΡ. *μηδὲν μακρὰν ἀπέλθῃς,*
μηδ' αὖθις ἐπανέρῃ με,
ἀλλ' ἴσθ' ἐπ' αὐτὴν τὴν θύραν ἀφιγμένος.

ΔΙΟ. *αἴροι' ἂν αὖθις, ὦ παῖ.*

ΞΑΝ. *τουτὶ τί ἦν τὸ πρᾶγμα;*
ἀλλ' ἢ Διὸς Κόρινθος ἐν τοῖς στρώμασιν;

ΧΟΡ. *χωρεῖτε*
νῦν ἱερὸν ἀνὰ κύκλον θεᾶς, ἀνθοφόρον ἀν' ἄλσος
παίζοντες οἷς μετουσία θεοφιλοῦς ἑορτῆς.
ἐγὼ δὲ σὺν ταῖσιν κόραις εἶμι καὶ γυναιξίν,
οὗ πανυχίζουσιν θεᾷ, φέγγος ἱερὸν οἴσων.
χωρῶμεν ἐς πολυρρόδους
λειμῶνας ἀνθεμώδεις,

τὸν ἡμέτερον τρόπον,
τὸν καλλιχορώτατον,
παίζοντες, ὃν ὄλβιαι
Μοῖραι ξυνάγουσιν.
μόνοις γὰρ ἡμῖν ἥλιος
καὶ φέγγος ἱλαρόν ἐστιν,
ὅσοι μεμνήμεθ' εὐ-
σεβῆ τε διήγομεν
τρόπον περὶ τοὺς ξένους
καὶ τοὺς ἰδιώτας.

Translate into Attic prose :—

The complete prostration of Ambrakia during the campaign of the preceding year had left Anaktorium without any defence against the Akarnanians and Athenian squadron from Naupaktus. They besieged and took it during the course of the present summer, expelling the Corinthian proprietors and re-peopling the town and its territory with Akarnanian settlers from all the townships in the country.

Translate into Greek verse :—

Whence and what art thou? execrable shape!
That dar'st, though grim and terrible, advance
Thy miscreated front athwart my way
To yonder gates; through them I mean to pass,
That be assured, without leave asked of thee.
Retire or taste thy folly, and learn by proof,
Hell-born, not to contend with spirits of heaven.

Latin.

Examiner, Professor Lewis.

Translate :—

Cicero—*Academica Priora*, ii., 12.

His satis cognitis, quae iam explicata sunt, nunc de adsensione atque approbatione, quam Graeci συγκατάθεσιν vocant, pauca dicemus, non quo non latus locus sit, sed paullo ante iacta sunt fundamenta. Nam quum vim, quae esset in sensibus, explicabamus, simul illud aperiebatur, comprehendi multa et percipi sensibus, quod fieri sine adsensione non potest. Deinde quum inter inanimum et animal hoc maxime intersit, quod inanimum nihil agit, animal agit aliquid—nihil enim agens ne cogitari quidem potest quale sit,—aut ei sensus adimendus est aut ea, quae est in nostra sita potestate, reddenda adsensio. At vero animus quodam modo eripitur iis, quos neque sentire neque adsentiri volunt. Ut enim necesse est lancem in libra ponderibus impositis deprimi, sic animum perspicuis cedere. Nam quo modo non potest animal ullum non appetere id, quod accommodatum ad naturam appareat—Graeci id οἰκεῖον appellant,—sic non potest obiectam rem perspicuam non approbare. Quamquam, si illa, de quibus disputatum est, vera sunt, nihil attinet de adsensione omnino loqui. Qui enim quid percipit, adsentitur statim. Sed haec etiam sequuntur, nec memoriam sine adsensione posse constare nec notitias rerum nec artes, idque, quod maximum est, ut sit aliquid in nostra potestate, in eo, qui rei nulli adsentietur, non erit.

Appendix D.

Sessional Examinations

PLAUTUS—*Mostellaria*, Act I., Sc. ii., 18.

Aedes quom extemplo sunt paratae, expolitae,
Factae probe, examussim:
Laudant fabrum atque aedis probant; sibi quisque inde exemplum expetunt.
Sibi quisque simile, suo usque sumtu; operae ne parcunt suae.
Atque ubi illo immigrat nequam homo indiligens
Cum pigra familia, immundus, instrenuus:
Hic iam aedibus vitium additur, bonae quum curantur male.
Atque illud saepe fit: tempestas venit,
Confringit tegulas imbricesque: ibi
Dominus indiligens reddere alias nevolt.
Ventat imber, lavit parietes: perpluunt
Tigna; putrefacit aër operam fabri:
Nequior factus iam usus est aedium;
Atque ea haud est fabri culpa. Sed magna pars
Moram hanc induxerunt: si quid numo sarciri potest,
Usque dum mantant, neque id * * * faciunt, donicum
Ruont parietes: aedificantur aedes totae denuo.
Haec argumenta ego aedificiis dixi; nunc etiam volo
Docere, ut homines aedium esse similes arbitremini.
Primumdum parentes fabri liberum sunt
Et fundamentum substruunt liberorum;
Extollunt, parant sedulo in firmitatem, et
Ut in usum boni sint et in speciem populo.
Sibique aut materiae ne parcunt, nec sumtus
Ibi sumtui esse ducunt:
Expoliunt, docent literas, iura, leges;
Sumtu suo et labore
Nituntur, ut alii sibi esse illorum similes expetant.
Ad legionem
Quom itum, adminiculum eis danunt tum iam aliquem cognatum suum.
Eatenus abeunt a fabris. Unum emeritum est stipendium:
Igitur tum specimen cernitur, quo eveniat aedificatio.

1. What was the chief difference between the Old and New Academy?
2. How does Cicero translate the words *εἰρωνεία, κατάληψις, ἐνάργεια φαντασία, δόγμα*?
3. Name the authorities for the history of ancient philosophy.
4. Write the life of Lucullus.
5. Mention some of the abbreviations which occur frequently in Roman inscriptions.
6. Relate the plot of the *Mostellaria*.
7. Give instances of archaic forms of words in Plautus.
8. Explain the following verse from Ovid's *Tristia*:—

"Proque tribus resonant terna theatra foris."

9. Give the meanings of the terms *diverbium*, *canticum*, and *comoedia palliata*.

English Literature.

Examiner, Professor Armstrong.

1. Sketch briefly the history of English Tragedy to the death of Marlowe.

2. Summarize the principal ascertained facts of Shakspere's life.

3. Write a note on Hamlet's madness.

4. Explain the following passages; give the names of the characters in whose speeches they occur; and describe the circumstances under which they are spoken:—

(*a.*) "What might you
Or my dear majesty your queen here, think,
If I had played the desk or table-book,
Or given my heart a winking, mute and dumb,
Or look'd upon this love with idle sight";—

(*b.*) "To think, my lord, if you delight not in man, what lenten entertainment the players shall receive from you: we coted them on the way;"—

(*c.*) "He that plays the king shall be welcome; his majesty shall have tribute of me; the adventurous knight shall use his foil and target; the lover shall not sigh gratis; the humorous man shall end his part in peace; the clown shall make those laugh whose lungs are tickle o' the sere; and the lady shall say her mind freely, or the blank verse shall halt for't."

(*d.*) "I do believe you think what now you speak;
But what we do determine oft we break.
Purpose is but the slave to memory,
Of violent birth, but poor validity:
Which now, like fruit unripe, sticks on the tree;
But fall unshaken when they mellow be."

5. Sketch the life of Milton, and name his principal poems in the order in which they were given to the world.

6. Compare Milton with Dryden, and explain the relations of the poets respectively to the events and spirit of the age in which they flourished.

7. Epitomize the events described in Book II. of *Paradise Lost.*

8. Annotate the following passages:—

(*a.*) "A gulf profound as that Serbonian bog
Betwixt Damiata and Mount Casius old,
Where armies whole have sunk: the parching air
Burns frore,"—

(*b.*) "Nor uglier follow the night-hag, when call'd
In secret, riding through the air she comes
Lur'd with the smell of infant blood, to dance
With Lapland witches, while the labouring moon
Eclipses at their charms."

(*c.*) . . "This wild abyss,
The womb of Nature and perhaps her grave."

9. Give a brief abstract of Dryden's *Absalom and Achitophel.*

10. Sketch the life of Scott; and characterize his genius.

11. Describe the course of Childe Harold's wanderings.

12. Write a brief abstract of Burke's *Thoughts on the cause of the Present Discontents.*

Appendix D.

Sessional Examinations.

Modern History.

Examiner, Professor Armstrong.

1. Explain the claims of James I. to the throne of England.
2. Give an account of the Hampton Court Conference.
3. Give a brief account of the constitution and of the proceedings of the first Parliament of James I.
4. Sketch briefly the public career of Wentworth, Earl of Strafford.
5. Give a brief sketch of the parliamentary history of England during the reign of Charles II.
6. Give an abstract of the Declaration of Rights, and indicate its most important clauses.
7. Give the substance of Hallam's comparison between the principles of Whigs and Tories.
8. When and under what circumstances was the Septennial Act passed?
9. Describe the relations of Parliament to the King and to the People in the earlier portion of the reign of George III., and give a brief account of the principal struggles for which that period is memorable.

Metaphysics.

Examiner, Professor Read.

1. Explain the Cartesian Method. Is it Inductive or Deductive?
2. What is meant by "substance," "attribute," and "mode" in the system of Spinoza?
3. How would Berkeley describe what are commonly called Laws of Nature?
4. How does Locke divide "Complex Ideas"? Explain the three heads which he mentions.
5. What account does Hume give of the difference between Fiction and Belief?
6. Explain Kant's answer to the question—How can *sensible* objects be subsumed under *intelligible* notions?
7. What is the real force of Reid's appeal to common sense? What was his own theory of the knowledge of the external world acquired through perception?
8. What classes of mental phenomena does Sir W. Hamilton propose to explain by "mental activities of which we are unconscious, but which manifest their existence by effects of which we are conscious"?
9. What according to Sir W. Hamilton is the real object in perception? How does he defend his position?
10. What is meant by "primum cognitum"? What are the different theories with respect to it?
11. Is it true to say that the majority of philosophers have admitted the *facts* but denied the *veracity* of the testimony of consciousness?
12. Explain what is meant by Indissoluble Association. What phenomena have been explained by it? Can any other account of them be given?

Natural History.

Examiner, Professor Reay Greene.

N.B.—The following Papers were common to third year's students in Arts, and first year's students in Medicine.

BOTANY.

1. Describe the flower of any cruciferous plant, noting the number and relative position of its sepals, petals, stamens, and carpels.
2. What monopetalous plants have hypogynous stamens?
3. Name those British orders of monocotyledons in which the ovary is inferior.
4. Describe the flowers of the Scotch fir, or of any other conifer.
5. Briefly contrast the life history of a moss with that of a vascular cryptogam.

ZOOLOGY.

6. Give a general account of the structure of a typical ciliate infusorial animalcule, *e.g.* of Paramœcium.
7. Compare the bivalve shells of the Lamellibranchiata and Brachionopoda.
8. Why are the pike and salmon referred to distinct families? Indicate the place of these two fishes in the zoological system.
9. What characters serve best to distinguish the skulls of reptiles from those of birds?
10. Name the principal divisions of ruminant mammals, and give a short account of their geographical distribution.

Physical Geography, Geology, and Mineralogy.

Examiner, Professor Harkness.

1. Name the Rainless regions of the New World; and explain the conditions to which such regions owe their occurrence.
2. Indicate the principal river-systems of Asia.
3. What is the mean elevation of continental land above the sea level?
4. What rocks having a crystalline structure occur as stratified rocks?
5. What is the origin, composition, and structural arrangement of Basalt?
6. In what respect do Breccias differ from Conglomerates?
7. What is the position, the structure, and the distribution of the Laurentian rocks of Canada?
8. What is the lowest known horizon in which Trilobites occur? To what genera are these referable?
9. What is the position of the Linton rocks of N. Devon?
10. What is the nature and position of the strata known as Calp in Ireland?
11. What is the nature of the strata which form the lower portion of the Lias? What valuable product does it often afford?
12. What is the position of the *Argile plastique* of the Paris basin? Mention its English equivalent.
13. To what crystalline system does Galena belong? What is its cleavage and chemical composition?
14. What is the crystalline form of Labradorite? Under what circumstances does it most frequently occur?
15. What are the external characters which distinguish Dolomite from Calcite?

Appendix D.

Scholarship Examinations.

SCHOLARSHIP EXAMINATIONS.

LITERARY SCHOLARSHIPS—FIRST YEAR.

GREEK.

Examiner, Professor BOULGER.

Translate :—

HOMER—*Iliad*, v., 498–513.
EURIPIDES—*Phœnissæ*, 1495–1551.
XENOPHON—*Anabasis*, B. III., c. 4, §§ 19–23.

The examination in the above authors was held *viva voce*.

Translate the following sentences into Greek :—

1. I will go away that I may not see the battle.
2. He said that if you were to do this you would do him the greatest service.
3. Do not associate with those who pursue what is disgraceful.
4. If the citizens had done what they ought, they would have been prosperous.
5. He sent for another army in addition to the one he already had.

LATIN.

Examiner, Professor LEWIS.

1. State the rules for the Cæsura in hexameter verse, with examples from Virgil.
2. Describe the situation of Eburacum, Camulodunum, Corduba, Mediolanum, Panormus, and Italica. Give the corresponding modern names.
3. What are the perfects and supines of *salio, vincio, fluo, necto, gigno, scindo?*
4. What were the powers of the Tribunes of the Commons?
5. Give an account of Cæsar's expeditions into Britain.

Retranslate into Latin :—

I cannot reckon it inconstancy to change and moderate our opinion, like the course of a ship, by the weather of the Republic; this is what I have learnt, have observed, have read; what the records of former ages have delivered, of the wisest and most eminent citizens, both in this and all other cities; that the same maxims are not always to be pursued by the same men; but such, whatever they be, which the state of the Republic, the inclination of the times, the occasions of public peace require: this is what I am now doing, and shall always do.

ENGLISH LANGUAGE.

Examiner, Professor ARMSTRONG.

COMPOSITION.

Write an essay on any one of the following themes :—1. The Pleasures of Music. 2. The Pleasures of Poetry. 3. The Pleasures of Activity.

HISTORY OF THE ENGLISH LANGUAGE.

1. Specify the principal facts cited by Dr. Craik, as "constituting the external evidence that we have in regard to the sources of the English language."

2. What portion of the language is most readily affected by foreign elements or influences?

3. Give examples of words imported into English from the Welsh.

4. Name the languages of Europe which are most closely related to the Welsh.

5. What is the origin of the word *bye-laws*?

6. Define the several periods in the growth of the English language, as they are divided by Dr. Craik.

7. Name the principal literary works which represent these several periods.

8. Give examples of words in the English language of Greek, Latin, and French origin.

History and Geography.

Examiner, Professor Armstrong.

History of Greece and Rome.

1. Give an account of the achievements of Mardonius.

2. Mention the chief events of the Peloponnesian war, to the capture of Platæa.

3. Explain the events which led to the establishment of the Thirty at Athens.

4. Name the principal provisions of the Twelve Tables.

5. Give an account of the war with Perseus.

6. Give an account of the First Civil War at Rome.

Ancient and Modern Geography.

1. Give the ancient names of the Lakes of Italy.

2. Name the principal cities on the Mare Magnum.

3. Give the ancient names of the principal Mountains of Greece and Italy.

4. Name the English counties north of the Thames.

5. Where are the following towns?—Edinburgh, Brisbane, Toronto, Calcutta, Bayreuth, Beyroot, Marseilles, Adrianople, Christiansand, Ravenna, Trebizond, Drogheda, Yarmouth, Brindisi, St. Helier's.

6. Describe the courses of the following rivers:—The Danube, the Jumna, the Ebro, the St. Lawrence, the Rhone, the Severn.

SECOND AND THIRD YEARS.

Greek.

Examiner, Professor Boulger.

Translate:—

Euripides—*Hippolytus.*
Plato—*Phædon.*
Herodotus—B. I.

The examination in the above authors was held *viva voce.*

Translate into Attic Greek:—

We then, O citizens and allies of Lacedaemon, make known to you the state of things in that quarter; and it is for you to consider whether they seem deserving of attention. You ought, however, to feel assured, that the power which we have represented as great, is not yet irresistible; for such towns as have joined the community of the Olynthians against their inclination, will, if they see any opposition, quickly revolt from them.

Appendix D.

Scholarship Examinations.

Latin.

Examiner, Professor Lewis.

Translate :—

Tacitus—*Histories*, Book I., c. 49.

Galbae corpus, diu neglectum et plurimis ludibriis vexatum, licentia tenebrarum dispensator Argius e prioribus servis humili sepultura in privatis eius hortis contexit. Caput per lixas calonesque suffixum laceratumque, ante Patrobii tumulum (libertus is Neronis punitus a Galba fuerat) postera demum die repertum et cremato iam corpori admixtum est. Hunc exitum habuit Servius Galba, tribus et septuaginta annis quinque principes prospera fortuna emensus, et alieno imperio felicior quam suo. Vetus in familia nobilitas, magnae opes : ipsi medium ingenium, magis extra vitia quam cum virtutibus. Famae nec incuriosus nec venditator. Pecuniae alienae non adpetens, suae parcus, publicae avarus. Amicorum libertorumque, ubi in bonos incidisset, sine reprehensione patiens, si mali forent, usque ad culpam ignarus.

Translate into Latin elegiacs :—

At every turn she made a little stand,
And thrust among the thorns her lily hand
To draw the rose, and every rose she drew,
She shook the stalk, and brushed away the dew ;
Then party-coloured flowers of white and red
She wove, to make a garland for her head.
This done, she sung and carolled out so clear,
That men and angels might rejoice to hear ;
Even wondering Philomel forgot to sing,
And learned from her to welcome in the spring.

Translate into Latin prose :—

Methought I was unaccountably conveyed into the most delicious place mine eyes ever beheld : it was a large valley divided by a river of the purest water I had ever seen. The ground on each side of it rose by an easy ascent, and was covered with flowers of an infinite variety, which, as they were reflected in the water, doubled the beauties of the place, or rather formed an imaginary scene more beautiful than the real. On each side of the river was a range of lofty trees, whose boughs were loaded with almost as many birds as leaves. Every tree was full of harmony.

The English Language and English Literature, &c.

Examiner, Professor Armstrong.

1. What are the functions of Comparative Grammar ?
2. What are the leading facts which Comparative Grammar teaches us respecting our own language ?
3. Name the principal languages of the Sclavonic group.
4. Name the principal modern Indian dialects descended from Sanskrit.
5. Give a brief account of the Danish invasions of England.
6. What languages are the sources of the following words ?—Chess ; chintz ; gingham ; satin ; scimitar ; hammock ; dilettante ; flotilla ; tornado ; porcelain ; bivouac ; yacht ; loafer.
7. Make a metrical analysis of the following passage, stating the

grammatical rules which help you throughout; and paraphrase the passage in Modern English prose:—

"An out-rydere that lovede venerye;
A manly man to ben an abbot able,
Full many a deynte hors hadde he in stable;
And whan he rood, men mighte his bridel heere
Gynglen in a whistlyng wind as cleere
And eek as lowde as doth the chapel belle."

8. Write out the indicative mood of the verb to *love* as used by Chaucer, and compare it with the indicative mood of the A.S. *lufian.*

9. Write a brief essay on the following subject:—The relations of the English language to the history of the English people.

Modern Languages.

Examiner, Professor De Vericour.

N.B.—This paper was set to all candidates for Second and Third Years' Scholarships, and Senior Scholarship in Modern Languages, Literature and History in Arts; and in the Scholarships of the Second Year in Medicine and Engineering.

Translate into French, German, or Italian:—

I. When I first went up to college, it was a new and a heavy-hearted scene for me: firstly, I so much disliked leaving Harrow, that though it was time (I being seventeen), it broke my very rest for the last quarter with counting the days that remained. I always hated Harrow till the last year and a half, but then I liked it. Secondly, I wished to go to Oxford, and not to Cambridge. Thirdly, I was so completely alone in this new world, that it half broke my spirits. My companions were not unsocial, but the contrary—lively, hospitable, of rank and fortune, and gay, far beyond my gaiety. I mingled with, and dined, and supped, &c., with them: but, I know not how, it was one of the deadliest and heaviest feelings of my life to feel that I was no longer a boy.

Byron.

II. It was a pleasant winter morning, and the cool breeze served only to freshen, not to chill, the fair walkers. The towers of the ruined castle, seen high over every object in the neighbourhood, received a brighter colouring from the wintry sun. "There," said Lucy, pointing them out in the distance, "there is the seat of our ancestors. God knows, my dear brother, I do not covet in your behalf the extensive power which the lords of these ruins are said to have possessed so long, and sometimes to have used so ill. But, O that I might see you in possession of such relics of their fortune as should give you an honourable independence, and enable you to stretch your hand for the protection of the old and destitute dependents of our family."

"True, my dearest Lucy," answered the young heir of Ellengowan; "and I trust, with the assistance of Heaven, which has so far guided us, and with that of these good friends, such a consummation of my hard adventures is now not unlikely."

W. Scott.

1. State the cases when the subjunctive mood is required in French; compare its rule with those of the Latin—give examples.

2. What alteration has been made in the orthography of the French language since the age of Louis XIV.?

Appendix D.

Scholarship Examinations.

3. Which was the most brilliant epoch of French literature?

4. State what you know of one of the following authors—Corneille, Molière, Lafontaine.

5. State what you know of the life and works of one of the following poets—Dante, Ariosto, Tasso.

6. Give an account of the life and writings of Lessing and of their influence on German literature.

SCIENCE SCHOLARSHIPS—FIRST YEAR.

MATHEMATICS.

Examiner, Professor NIVEN.

FIRST PAPER.

N.B.—The University Prizes in Geometry were awarded for answering in this Paper.

1. If two triangles have two sides of one equal to two sides of the other each to each, but the included angles unequal, the base of that which has the greater angle will be greater than the base of the other.

2. Given two points A, B and a straight line of unlimited length, find a point P in the straight line such that AP+BP may be the least possible.

3. If a straight line A B be divided into any two parts at the point C, prove that the squares on A B, B C are together equal to twice the rectangle under A B, B C together with the square on A C.

4. If D, E, F be the middle points of the sides B C, C A, A B of a triangle, prove that $3(AB^2+AC^2+BC^2)=4(AD^2+BE^2+CF^2)$.

Prove also that, if AD=BE=CF, the triangle must be equilateral.

5. The angles in the same segment of a circle are equal to one another.

State and prove the converse of this proposition.

6. A B and C D are two chords of a circle of which A B is given in position and C D given in length; find the locus of the intersections of A D, B C and of A C, B D as C D is moved round the circle.

7. Describe a circle touching a given straight line and touching a given circle at a given point.

8. Describe a regular pentagon about a given circle.

Let ABCDE be a regular pentagon and let the tangent at C to the circumscribing circle meet A D produced in G, prove that D G is equal to a side of the pentagon, and that, if all such points as G be joined, they form a regular pentagon whose side is equal to A C.

9. If the sides about the three angles of one triangle have the same ratios as the sides about the three angles of another, the two triangles shall be equiangular and have those angles equal the sides about which are proportional.

10. If A be a point outside a circle whose centre is O, and if there be drawn to the circle two unequal lines A B, A C equally inclined to A O, and if B C meet A O in D, prove that the rect: A O, D O=square on the radius of the circle.

SECOND PAPER.

1. Explain the process of converting a vulgar into a decimal fraction, and prove that it will be either terminating or repeating.

Find the continued product of ·81, $1\cdot\dot{3}0\dot{1}$, $4\cdot\dot{1}$.

2. A gold chain is made of an alloy of 3 parts gold to 1 of copper, and the cost of manufacturing it is 10 per cent. on the value of the gold employed. A sovereign consists of 11 parts gold to 1 copper, and 10 lbs.

troy of the alloy make $467\frac{1}{4}$ sovereigns. What should be the price of a chain which weighs $2\frac{1}{2}$ oz., the value of the copper being neglected? *Appendix D.* Scholarship Examinations.

3. If $x = b - c$, $y = c - a$, $z = a - b$, prove that the following quantities are all equal:

$$yz - x^2,\ zx - y^2,\ xy - z^2,\ yz + zx + xy,\ \frac{3abc - a^3 - b^3 - c^3}{a + b + c}.$$

Multiply also $2a + 3b - c$ by $2a - 3b + c$.

4. Find the factors of the following expressions:

$$x^3 + 1,\ x^3 - a^3 + \tfrac{3}{2}(ax^2 - a^2x),\ (a^2 - b^2 + c^2)^2 - 4a^2c^2.$$

5. Simplify these:

$$(1)\ -\frac{2+x}{2-x} + \frac{2x-1}{2+x} - \frac{3(2+x^2)}{4-x^2};$$

$$(2)\ \frac{(x-1)^3}{x^3+1} \div \frac{x^2-2x+1}{x^2-x+1}.$$

Also show that

$$\frac{b^2}{a+b} + \frac{b^2}{(a+b)(2a+b)} + \frac{b^2}{(2a+b)(3a+b)} = \frac{3b}{3a+b}.$$

6. Solve the following equations:

$$(1)\ \frac{1+x}{1-x} + \frac{2+x}{1-2x} = 3 - \frac{3(1+x)(2+x)}{(1-x)(1-2x)};$$

$$(2)\ x + \tfrac{1}{3}(2y - x) = 1 + \tfrac{1}{4}(x + y - 1)$$
$$x + y - \tfrac{1}{3} = \tfrac{1}{2}(1 - x + y).$$

7. Define ratio, and find whether a ratio is increased or diminished by adding the same number to both numerator and denominator.

If $a + b + c : -a + b + c :: a - b + c : a + b - c$, show that a is a mean proportional between $c + b$ and $c - b$.

8. Define an arithmetic series, and find the general term and the sum of n terms.

Insert 3 arithmetic means between 5 and 6.

9. If the first, third, and fifth terms of a geometric series taken together be equal to seven-fourths of the sum of the first, second, and third terms, find the common ratio.

10. Prove, from the definitions of the sine and tangent of an angle, that

$$\sin A = \frac{\tan A}{\sqrt{1 + \tan^2 A}}.$$

Given $\cot B - \tan B = \sin B - \cos B$, find $\sin B$.

11. Prove these formulæ:

(1) $\sin 2A = 2 \sin A \cos A$;

(2) $1 + \cos^2 x + y + \cos^2 x - y + \cos^2 2x + 2\cos x + y \cos x - y \cos 2x = 0$.

12. Given two sides of a triangle and the included angle, show how to solve the triangle.

Ex. Given $b = 2$, $c = 1$, $A = 60°$.

13. If the perpendiculars from the angles of a triangle on the opposite sides intersect in P, prove that $AP : BP : CP :: \cos A : \cos B : \cos C$.

Appendix D.

Scholarship Examinations.

SECOND AND THIRD YEARS.

MATHEMATICS.

Examiner, Professor NIVEN.

N.B.—This paper was also given to candidates for Scholarships of the second year in Engineering, subject to the modifications pointed out at the end.

1. Equiangular parallelograms have to each other the ratio compounded of the ratio of their sides.

A rhombus and an equiangular parallelogram have the same perimeter, find which has the greater area.

2. Find a factor which will rationalize $2^{\frac{2}{3}} - 3^{\frac{1}{3}}$ and extract the square root of $x + 4a^{\frac{4}{3}}x^{-1} - 2a^{\frac{1}{3}}x^{\frac{1}{3}} - 4ax^{-\frac{1}{3}} + 5a^{\frac{2}{3}}$.

3. If the squares of $xy + xz - yz$, $yz + yx - xz$, $zx + zy - xy$ be in arithmetical progression, show that x, y, z are also in arithmetical progression.

4. Prove the Binomial Theorem for a positive integral index.

If $(1+x)^n = 1 + a_1x + a_2x^2 + \ldots + a_nx^n$, prove that

$$1 + a_1 + a_2 + \ldots + a_n = 2^n,$$

$$1 + \frac{a_1}{2} + \frac{a}{3} + \ldots + \frac{a_n}{n+1} = \frac{2^{n+1} - 1}{n+1}.$$

5. If $a_0 + a_1x + a_2x^2 + \ldots = b_0 + b_1x + b_2x^2 + \ldots$ for all values of x, prove that $a_0 = b_0$, $a_1 = b_1$, $a_2 = b_2, \ldots$.

Thence sum the series $1^2 + 3^2 + 5^2 + \ldots$ to n terms.

6. Prove that $\log_a N = \log_e N \div \log_e a$.

7. Explain the circular system of measuring angles, and find the number of degrees in the unit of this system.

If $\sin A = \tan b \tan c$, $\sin B = \tan a \tan c$, $\tan A \tan B = \sin c$, prove that $\sin c = \cos a \cos b$.

8. If AD, BE be the perpendiculars to the opposite sides of a triangle ABC from the angles A, B, and if DE produced meet AB in G, find AG, BG, and show that if M be the middle point of AB, then

$$MG = \frac{1}{2} \cdot \frac{c \sin C}{\sin A - B}.$$

9. Find the relations which exist between the co-efficients of a rational integral equation and the sum and sums of products of the roots.

If $\alpha\beta\gamma$ be the roots of $x^3 + px^2 + qx + r = 0$, find the value of

$$(\alpha - \beta)(\alpha - \gamma) + \overline{\beta - \alpha} \cdot \overline{\beta - \gamma} + \overline{\gamma - \alpha} \cdot \overline{\gamma - \beta}$$

in terms of the co-efficients of the equation.

10. Find the equation of the straight line passing through two points whose co-ordinates are given.

Find the line through (1, 2) (3, −2), its intercepts on the axes, and the perpendicular on it from the origin.

11. Find the equation of the tangent to a parabola at any point, and prove that the subnormal is constant.

12. If the normal to an ellipse at any point P meet the major axis in G, and the minor axis in G′, prove that $PG : PG' :: b^2 : a^2$.

Find also the locus of the middle point of GG′.

13. If two straight lines be cut by parallel planes, prove that they are cut in the same ratio.

N.B. *Candidates for the Scholarship of the Second Year in Engineering will substitute for questions* 10, 11, 12 *above, the following:—*

(10.) If the angles at the base of a spherical triangle are both right angles, prove that the opposite sides are both quadrants and that any arc from the vertex to the base is also a quadrant.

(11.) Two sides of a spherical triangle being given, and also the included angle, investigate the expression which gives the third side.

How do we solve the corresponding problem in which two angles and the included side are given?

(12.) In a spherical triangle right-angled at C, prove that

$$\tan^2 \frac{c}{2} = \frac{\cos \overline{A - B}}{\cos \overline{A + B}}.$$

SENIOR SCHOLARSHIPS.

I.—ANCIENT LANGUAGES AND HISTORY.

GREEK.

Examiner, Professor BOULGER.

The candidates were examined *viva voce* in ÆSCHYLUS—*Septem contra Thebas*; and in the subjects for the B.A. Honor examination of the University; and in Greek Literature and History.

Translate into Attic Greek:—

But with all this, the prince did not consider his work sufficiently secure. It was to be expected that the enemy would leave nothing unattempted to burst, by the force of his machines, the middle and weakest part. To guard against this, he erected in a line with the bridge of boats, but at some distance from it, another distinct defence, intended to break the force of any attack that might be directed against the bridge itself. This work consisted of thirty-three vessels of considerable magnitude, which were moored in a row athwart the stream, and fastened in threes by masts, so that they formed eleven different groups. Each of these like a file of pikemen presented fourteen long wooden poles with iron heads. These vessels were loaded merely with ballast, and were anchored each by a double but slack cable, so as to be able to give to the rise and fall of the tide. To all these defensive preparations, was added a fleet of forty men-of-war, which were stationed on both coasts, and served as a protection to the whole.

LATIN.

Examiner, Professor LEWIS.

Subject for a Latin Essay.

"Dicitur Afrani toga convenisse Menandro,
Plautus ad exemplar Siculi properare Epicharmi,
Vincere Caecilius gravitate, Terentius arte."

Translate into Latin verse:—

Lo the poor Indian, whose untutored mind
Sees God in clouds, or hears him in the wind;
His soul proud science never taught to stray
Far as the solar walk or milky way;
Yet simple nature to his hope has given
Behind the cloud-topped hill a humbler heaven,
Some safer world in depth of woods embraced,
Some happier island in the watery waste.
To be, contents his natural desire,
He asks no angel's wing, no seraph's fire;
But thinks, admitted to that equal sky,
His faithful dog shall bear him company.

Appendix D.

Scholarship Examinations.

II.—MODERN LANGUAGES, LITERATURE, AND HISTORY.

English Literature.

Examiner, Professor Armstrong.

1. Make an analysis of the stanza in which the *Man of Lawes Tale* is written.

2. Quote, as accurately as you can, the lines in the *Man of Lawes Tale* in which Chaucer embodies the astrological belief of the Middle Ages.

3. Give a summary of the events described in Canto V. of the *Faery Queene*, and explain the portion of the allegory contained in it.

Particularize, and, if possible, quote, what you consider the most notable passages in this canto.

4. Analyse the stanza of the *Faery Queene*, and give its history.

5. Comment upon the speech of the Porter in *Macbeth*, and state the arguments for and against the supposition that it is Shakspere's.

6. Comment upon the comic element in *King Lear*, and show in what ways it serves to heighten the tragic intensity of the play.

7. Contrast the mental states of Lear, Edgar, and the Fool, in Scene IV. of Act III. of *King Lear*.

8. Describe the parts taken by the several Spirits in the "Great Consult," in Book II. of Paradise Lost.

9. Analyse the versification of *Paradise Lost*, and point out its characteristics.

10. Give an account of the origin of Dryden's *Mac Flecknoe*.

Criticise the satire of this poem, pointing out its distinguishing features, and illustrating your remarks by quotations.

11. How far may the *Essay on Man* be taken as a representative poem of the age of Pope?—Cite the principal passages in the poem from which you draw your conclusions.

12. Collect and present passages from the *Poems of the Imagination* from which you think it may be possible to extract the philosophy of Wordsworth.

Modern History.

Examiner, Professor Armstrong.

1. Explain the causes of the decay of the Empire of Charlemagne.

2. Give an account of the Crusades of St. Louis.

3. Describe the circumstances under which the question of the succession of females to the throne of France first rose into public discussion.—Give an account of the controversy.

4. What were *appanages?*

5. Describe the position of the Jews in European Countries during the Middle Ages.

6. Give some account of the movement under Rienzi the Tribune.

7. Mention the principal conquests of Florence and of Venice during the Middle Ages.

8. What three essential principles of our Government were established by Parliament on a firm footing during the reign of Edward III.?

9. When in our history does the *privilege of Parliament* begin to attract attention?

10. Give an account of the poetry of the Germans during the Middle Ages.

Modern Languages.

Examiner, Professor De Vericour.

(See Literary Scholarships of Second and Third Years, p. 93, for this Paper.)

III.—MENTAL AND SOCIAL SCIENCE.

Logic and Metaphysics.

Examiner, Professor Read.

1. Compare the experimental methods of Mill with Bacon's "Tables of Instances."
2. What does Mill mean by the composition of causes? To what is it opposed? On what is the distinction founded?
3. On what ultimate principle or principles do the general rules for syllogisms depend? Illustrate by examples.
4. What is the true explanation of the necessity generally attributed to mathematical reasoning?
5. Is Des Cartes' proof of the existence of the external world a case of reasoning in a circle?
6. Explain and illustrate the method of Spinoza.
7. Criticise Cousin's objections to Locke's account of the origin of our idea of space.
8. Examine the arguments by which Hume endeavours to prove that the notion of cause and effect is not *à priori*. What is his own account of it?
9. What is Kant's answer to the assertion that all our knowledge is derived from experience?
10. What is the real answer given by Reid to what he calls the "Ideal Theory"?
11. What is the regulative faculty according to Hamilton? How does it differ from the other faculties?
12. State briefly the explanation which the "psychological method" gives of the *non ego*.

IV.—NATURAL SCIENCE.

Physical Geography and Geology.

Examiner, Professor Harkness.

1. Mention the several kinds of mineral springs and their contents.
2. What are the causes which affect the rapidity of transmission of earthquake waves?
3. What are the causes which influence the direction of isothermal lines?
4. What are the features of deposits which are produced by the agency of currents?
5. Mention some of the more important of the Plutonic rocks, and describe their mineral composition.
6. What is the position of the Potsdam sandstone?
7. Mention some of the most characteristic fossils of the Bala or Caradoc series.
8. What is the position of the Petherwin shales? Name some of the fossils which characterize these strata.
9. What are the members which make up the Permian formation of the North of England?
10. In what horizon do the ichthyopterygia make their first appearance?
11. What is the position, and what are the characteristic fossils of the Bradford clay of Wiltshire?
12. What is the age, and what is the nature of the Nummulitic limestone?

Appendix D.

Scholarship Examinations.

Zoology and Botany.

Examiner, Professor Reay Greene.

1. Give the dental formulæ of (1) the common Pig, (2) the Babyrussa, (3) the Wart-hog, and (4) the Peccaries.

2. Describe the ear-passages as they usually appear in birds.

3. Contrast the skull of Ichthyosaurus with that of any Crocodilian.

4. Name the recent genera of Ganoids, and indicate the characters of the families under which they are arranged.

5. Describe the oral appendages of the common house-fly, comparing them with those of a typical orthopterous insect.

6. Characterize the principal subdivisions of Gasteropods (excluding Pteropods and Heteropods).

7. Wherein do Crinoids differ from other Echinoderms?

8. In what groups of invertebrate animals is continuous budding known to occur?

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9. Give some account of the life-history of Œdogonium.

10. Describe the structure of Isoëtes.

11. Give examples of monocotyledons with orthotropous ovules.

12. Draw ground-plans, comparing the floral structure in Cruciferæ, Fumariaceæ, and Chelidonium.

Faculty of Law.

Sessional Examinations.

SESSIONAL EXAMINATIONS.

Second Year's English Law.—Equity.

Examiner, Professor O'Shaughnessy.

1. Give the two meanings belonging in equity jurisprudence to the maxim, "Equity follows the law." State the limitations with which the maxim must, in both its branches, be taken.

2. Explain the rule that a court of equity never wants a trustee. State what will be done where a trust exists, and the party creating it has not appointed any trustee to execute it, where the party is (*a*) personal estate, and where (*b*) it is real estate.

3. Why does a wife's equity to a settlement not depend on any right of property in her? State the true ground on which the right rests?

4. What is the object of bills to perpetuate testimony? To what great objection is this jurisdiction of the courts of equity open?

Personal Property (Williams).

5. Mention some of the acts which are considered acts of bankruptcy.

6. If a bond or covenant be given or made to two or more jointly, who must sue upon it? What would be the effect of a release by one?

7. What is the derivation of the word "bailment"? Define a bailment.

Contracts (Smith).

8. State if either of the following be void; if so, which; and state the reason:—A deed providing for a fund for a wife's support on the occasion of an immediate separation between her and her husband. A deed tending to the future separation of husband and wife.

9. What was the chief object of passing the Statute of Frauds? What are the contracts provided for by the 4th section? What does the 17th section provide as to the sale of goods?

10. Upon what principle does a wife's power to bind her husband by contract during marriage depend?

Third Year's English Law.

1. What is the general object of the provisions of the statutes which bear upon printing in general, and those which relate to particular species of publications? State some of the provisions in force for the control of newspapers.

2. Define civil injuries, and state how, in general, they are redressed.

3. State (having regard to what, in its nature, a distress at common law is) some of the things which ought not to be distrained for rent, and mention the reason.

4. What is accord? What is necessary in order that it should be a bar to any action on account of an injury?

5. Define a court. What is the practical distinction between a court of record and one not of record?

6. Define a libel. What two remedies are there to redress the injury received by the publication of a libel?

7. What is a petition of right? What are the proceedings thereunder?

8. Show that murder can be committed only by a person of sound memory and discretion.

9. What is an affray? How may an affray be suppressed? What is the difference between affrays and riots as to the number of persons who must be engaged in order to constitute the offence?

10. Distinguish a presentment (in its proper sense) from an indictment. How many must assent to find a true bill?

SCHOLARSHIP EXAMINATIONS.—SECOND YEAR.

Examiner, Professor O'Shaughnessy.

Personal Property.

1. What is the effect of the indorsement of a bill of lading by the consignee with his name?

2. What is the rule, in the construction of wills, as to expressions when applied to personal property which, if applied to real estate, would confer an estate-tail?

3. Under what circumstances, and to whom generally, is administration *cum testamento annexo* granted?

4. Where one party, A, to an agreement verbally promised the other, B, that in consideration of his discharging from custody C, whom B had taken in execution for debt, he, A, would pay the debt, it was held that, on this verbal promise, an action might be brought. What was the reason for this decision?

Contracts.

1. Why is the sale of a crop of mowing grass, unripe, and which the purchaser is to cut, considered the sale of an interest in land within the Statute of Frauds?

2. What must an executed consideration be founded upon? How does it differ in this respect from an executory consideration?

Appendix D.

Scholarship Examinations.

3. What is the nature of the fraud in consequence of which a contract may be avoided?

4. Define a corporation aggregate. How do its powers of contracting differ from those of an ordinary person?

Equity Jurisprudence.

1. What are the cases in which a suit for the recovery of rent may be entertained in Equity?

2. When resort is had to Equity to have an apportionment made of an incumbrance, loss, expense, or liability, what will the court enforce, consequent on such an apportionment?

3. What are the reasons why, when a married woman joins in a bond with her husband to pay his debts, without reference to her separate estate, it shall be intended as an application *pro tanto* of her separate estate?

4. In what cases only is Set-off ordinarily allowed in Equity?

Faculty of Medicine.

Sessional and Prize Examinations.

SESSIONAL AND PRIZE EXAMINATIONS.

Experimental Physics.

Examiner, Professor England.

1. Define "force." How may a force be represented by a straight line? What geometrical relation subsists between three straight lines which represent three forces in equilibrium and acting at the same point?

2. A particle is moving in a straight line under the action of a constant force, what is meant by its *acceleration*?

3. The specific gravity of mercury being 13·6, at what height would a water barometer stand when the mercurial barometer reaches thirty inches?

4. State accurately the effects of a change of temperature on each of the above instruments.

5. Explain the terms "Unit of Heat," and "Mechanical equivalent of Heat."

6. Describe some experiments to show that cold is produced by evaporation.

7. What must be the length of a cylindrical tube closed at one end which reinforces the sound of a tuning fork making 256 vibrations per second?

8. A small luminous body being held near the eye, three images of it may be observed, one by reflection from the surface of the *cornea*, the other two by reflection from the anterior and posterior surfaces of the *crystalline lens*, how would you distinguish them from each other?

9. What is the explanation of the dark lines observed in the solar spectrum.

10. A magnetic needle is capable of moving in every direction about its centre of gravity, which is fixed, what position will it assume from the action of the earth?

11. An electric magnetic machine may be constructed to exhibit effects of quantity or of intensity, what is the difference of arrangement to produce these respective effects?

12. How is a thermo-electric current produced?

Chemistry.

Examiner, Professor Simpson.

pass questions.

1. If 40 grains of hydrogen gas were passed over an excess of red-hot oxide of copper, what weight of water would be formed and what loss of weight would the oxide of copper sustain?

2. Give equations representing the action of (*a*) sodium and water; (*b*) iron and water at a red heat; (*c*) copper and hot strong sulphuric acid; (*d*) nitrate of potash and sulphuric acid with heat; (*e*) common salt and sulphuric acid with heat.

3. When sulphide of iron is acted upon by dilute sulphuric acid what gas is evolved? Enumerate the most characteristic properties of this gas, and explain its use in qualitative analysis. What is its action upon sulphur dioxide?

4. What gases are respectively generated when nitrate of ammonia is subjected to the action of heat, and nitric acid to the action of metallic copper? Give equations explanatory of these reactions. Enumerate the most characteristic properties of the gases, and state how they may be distinguished from oxygen.

5. What are hard and soft waters? Explain the action of soap upon them, and the meaning of the terms temporary and permanent hardness?

6. How may hydrate of baryta be obtained from the native sulphate? Explain the reactions by equations.

7. Explain what is meant by the terms monobasic, bibasic, and tribasic acids? Give an example of each class?

8. How may ferrous and ferric chloride be prepared? Explain the reactions by equations, and state how they may be distinguished from each other?

9. What is the chemical difference between gray and white cast-iron? Contrast the action of hydrochloric acid upon these varieties?

10. Explain by equations the action of Sulphide of hydrogen upon acid solutions of sulphate of cadmium and arsenious acid respectively. How would you distinguish from one another the precipitates formed, and how would you obtain metallic arsenic from the arsenical one?

11. How is Tartar emetic prepared? Explain the reactions by equations, and state how antimony may be detected in the salt?

12. Explain the process of dialysis. What are "colloids" and "crystalloids"? Give examples.

13. What relation exists between the molecular weights of compound gases and vapours, and their specific gravities compared with hydrogen as unity? Give the molecular weights and specific gravities of the following compounds:—Ammonia, hydriodic acid, marsh gas, vapour of alcohol. (Atom of iodine=127.)

14. How may anhydrous prussic acid be prepared from bicyanide of mercury? Explain the reaction by an equation, and give the Prussian blue and sulphur tests for this acid.

15. What are compound radicals? Give examples of monatomic, diatomic, and triatomic radicals.

16. How is cyanide of ethyl prepared, and what is the action of potash upon it? Give equations.

17. Describe and explain Will and Varrentrapp's method for the determination of nitrogen in organic compounds.

Appendix D.

Sessional and Prize Examinations.

Anatomy and Physiology.

Examiner, Professor Charles, M.D.

[In addition to the oral class examinations, First Year Students are required to answer questions 1, 2, 4, 5, 7, 8, 9, and 13; Second Year, 3, 6, 7, 10, 11, 12, and 13.]

1. Describe minutely the microscopical characters of the chief varieties of Cartilage, and explain the method by which wounds in this tissue are healed.

2. Give a detailed account of all the phenomena which accompany the contraction of Muscle.

3. Describe the microscopical characters of Nerves and Nerve Cells. How are their varieties classified by Max Schultze?

4. Enumerate the characteristic differences—1, between the Large and Small Intestine; and 2, between the Duodenum and the lower end of the Ileum.

5. What is the average quantity of gastric juice secreted in the 24 hours? Describe its uses in digestion, and show how these can be experimentally determined.

6. Write a short essay on the Functions of the Liver.

7. Describe briefly any two of the following instruments—the Hæmodromometer, Pneumograph, Recording Stethometer, and Sphygmograph. State the use and mode of application of each instrument you describe.

8. How much Carbon is ordinarily exhaled, in the form of carbonic acid, from the lungs and skin respectively in 24 hours? Enumerate the more important circumstances which cause a variation in the amount of Carbonic Acid expired.

9. Describe the Urinary Bladder; its relations, ligaments, blood-vessels, and structure.

10. Give a complete account of the most recent views as to the Functions of the Vagus nerve; and, if possible, illustrate your description by diagrams.

11. Describe the developmental history of the Allantois, Wolffian Bodies, and Müller's Ducts.

12. Give a minute description of the Organ of Corti.

13. Name the preparations under the Microscopes numbered 1–8, and the moist specimens numbered 1–6.

Practical Anatomy.

Examiner, Professor Charles, M.D.

[In addition to making a Dissection, First Year Students are required to answer questions 1, 2, 3, 4, 5, and 6; Second Year, 1, 2, 5, 7, 8, and 9.]

1. Give an accurate description of the outer and inner surfaces of each of the following bones:—Lachrymal, superior maxilla, trapezoid, and middle cuneiform.

2. Describe all the ligaments attached to the os calcis and sixth dorsal vertebra respectively.

3. Give the exact attachments, relations, and actions of the following muscles:—Adductor brevis, internal intercostal, psoas magnus, and teres major.

4. Describe the epigastric, subscapular, superior intercostal, and dorsalis pedis arteries.

5. State the course, relations, tributaries, and termination of each of the following veins:—Vena azygos major, vertebral, left innominate, internal jugular, and vena portæ.

6. Describe concisely the successive steps of the dissection necessary to expose every part of the Abdomen (including the pelvis, but excluding the perinæum). No description of the parts themselves required.

7. Give the course, relations, and distribution of the fourth sacral, glosso-pharyngeal, and obturator nerves.

8. Describe the dissection of the Soft Palate, and give a careful account of the attachments, relations, actions, and nervous supply of each of its muscles.

9. Describe the Fourth Ventricle of the Brain; the method of exposing it for examination, its boundaries, shape, and internal appearances. Give also a brief account of the gray matter in its floor.

Materia Medica and Therapeutics.

Examiner, Professor O'Keeffe.

1. How would you distinguish between a gum, a resin, and a gum-resin?

Name the most important drugs in each class described in the B. P.

2. Give the source, active principles, dose, and mode of administering the following named substances:—chamomile, calumba, colchicum, digitalis, hyoscyamus, jalap, quassia, santonica, and senna.

3. What are the doses of the following for an adult:—Fowler's solution, liquid extract of opium, corrosive sublimate, Dover's powder, liquid extract of yellow bark, hydrocyanic acid, chloral hydrate, permanganate of potash, granulated sulphate of iron?

4. Classify the extracts of the B. P.

5. In what different ways do emetics act? When are they indicated? and how administered? Name the principal medicines of this class.

6. Write a prescription for an eight-ounce mixture containing an alkaline bicarbonate, with directions to have it taken in effervescence with lemon-juice, citric acid, or tartaric acid.

7. Ergot—Sketch its botanical history. What are its principal constituents, therapeutical indications, and modes of administration?

8. Name the most common impurities of iodide of potassium, with the mode of detecting them. How may the purity of this drug be determined by volumetric analysis?

9. Give the pharmacopœial processes for obtaining strychnia and morphia, respectively; and contrast the chemical, physiological, and therapeutical properties of these alkaloids.

10. How would you distinguish between a ferrous and a ferric compound? What means are adopted in the B. P. for the conversion of the former into the latter?

11. Name the most important indications for the use of electricity in medicine.

Contrast the therapeutic properties and powers of Galvanism and Faradism.

12. Name the specimens placed before you, marked 1, 2, 3, 4, 5, 6, the preparations from them in the B. P., and the indications for their use.

Practice of Medicine.

Examiner, Professor O'Connor.

1. What are the external appearances, and the symptoms in purpura and scorbutus respectively?

2. Specify the various causes of hæmoptoe, with an explanation of their modus operandi.

Appendix D.

Sessional and Prize Examinations.

3. What are the secondary effects of intermittent fever, and the manner of their production?

4. What age is most liable to typhoid fever, and the reason of any preference?

5. What modification of variola do we find in those who had been vaccinated, and the influence of time from the period of vaccination on the symptoms?

6. How is cerebral disease caused by the condition of other organs, and what organs?

7. Enumerate the various pathological states of the bronchi and air cells. Explain their causes.

8. What treatment would you adopt in a case of hepatic congestion?

9. What symptoms would influence you to give wine in a given case of fever?

10. What would influence you to give or withhold tonics in a case of dyspepsia?

Surgery.

Examiner, Professor Tanner.

1. Describe the pathology, or essential nature of the process of inflammation.

2. Also the pathological anatomy of pyæmia.

3. What are the different kinds of erysipelas, their course and treatment?

4. In what respects does hydrophobia resemble and differ from tetanus?

5. What are the different kinds and signs of hæmorrhage, and their treatment?

6. Give the several fractures of the skull.

7. State the different kinds of abdominal hernia, the symptoms of strangulated, oblique, inguinal hernia, and the treatment, giving in detail, Wood's operation for its radical cure.

8. Describe the operation for excision of the wrist-joint, and of the os calcis.

Midwifery.

Examiner, Professor Harvey.

1. The ovaries of a child, of an adult, and of an old person are placed before you. How would you distinguish them from one another; and upon what do the differences depend?

2. What are the peculiarities of the pelvis known as the "masculine pelvis"? How does its existence affect the progress of labour?

3. A lady is supposed to be pregnant;—not having menstruated for the three last periods. What other points of evidence can you avail of to aid you in determining the question?

4. Give an account of the pathology, growth, symptoms, and treatment of uterine hydatids.

5. Does the cervix uteri, during the last months of pregnancy, come to form a portion of the walls of the general cavity of the uterus; and if not, how is it disposed of?

6. Give your view of the nature of uterine contraction in labour. How does the action of the organ in the first stage differ from that in the second, in its mechanism, its characteristic phenomena, and its objects?

7. Detail minutely the mechanism of all the steps of the progress of the child's head through the pelvis in a natural labour. Mention if there be an accidental occurrence which may take place, and seriously interfere with the completion of the process.

8. Describe the action of ergot on the gravid uterus. What ill effects may arise from its use; and in what cases is it peculiarly serviceable?

9. You are called to attend a case of twins. How would you diagnose the presence of two children in case of opportunity for an examination occurring; and how would you manage the whole case?

10. Under what circumstances is post-partum hemorrhage likely to take place? What means would you take to guard against its occurrence, and what would be your treatment in case of its coming on?

Medical Jurisprudence.

A.—Medical Part.

Examiner, Professor O'Keeffe.

a. Written Examination.

1. The body of an infant is submitted to you for examination. How would you proceed to ascertain—(*a.*) Whether it had arrived at the full period of intra-uterine life; (*b.*) whether it had lived to breathe; (*c.*) whether it had lived from three to six days?

2. What are the signs of recent delivery, and to what extent are they available in medico-legal practice?

3. A body is found dead with ecchymosed marks upon it. How would you proceed to examine whether these were the results of violence inflicted before or after death?

4. Give your opinion as to the best criterion of a lucid interval; and state what conditions would justify you in signing a certificate for putting an insane person under restraint, and the formalities to be gone through on such an occasion.

5. A body is exhumed. It has lain in a coffin in dry earth for four months. What marks of putrescence (external and internal) will you probably find upon it, and how may these be modified by circumstances?

6. A skeleton (or parts of one) is dug up and presented to you for examination. How would you proceed to ascertain the age and sex of the individual to whom it belonged?

7. Three men died recently on descending into a well in a certain town in this county. What was the probable cause of death, and what precautions should have been used after the descent of the first man? What were the appearances present in the body of the animal you saw poisoned by carbonic oxide?

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b. Oral Examination.

1. Obtain Tiechmann's crystals from the piece of blood-stained cloth placed before you, and exhibit them under the microscope.

2. The bottle (marked T) contains a mineral poison in organic matter. Proceed, with the reagents at your hand, to determine what it is.

3. Say which of the pieces of cotton cloth, marked C and D, is stained with menstrual blood?

4. (K) is a dialysed fluid, obtained from the contents of the stomach of an animal poisoned for lecture purposes. What is the poison in it?

5. (P) is a plant which, by its admixture with articles of food, has

Appendix D. Sessional and Prize Examinations.

produced dangerous symptoms. What is it, and what are the symptoms produced by its use?

6. Three bottles are placed before you (marked A, B, C), each containing certain crystals. What are they?

B.—LEGAL PART.

Examiner, Professor O'SHAUGHNESSY.

1. Under what circumstances may a burn inflicted come under the usually-accepted legal definition of a wound?

Discuss the terms of the definition.

2. What principle should guide a medical man in expressing an opinion before a legal tribunal as to a wound being dangerous to life?

3. To what should the evidence of a medical witness be specially directed when examined as to the cause of death where a wound has been criminally inflicted?

In case of doubt what course is to be recommended?

4. What limitation does the law put upon the meaning of the words when inserted in a policy of life assurance, "any other disease or disorder tending to shorten life"?

5. What is there in the nature of a policy of life assurance which makes the general state of health of the person insured a material element in the contract.

Scholarship Examinations.

SCHOLARSHIP EXAMINATIONS—FIRST YEAR.

(See Papers for Literary and Science Scholarship Examinations in the Faculty of Arts, pp. 90, 94.)

SECOND YEAR.

NATURAL PHILOSOPHY.

Examiner, Professor ENGLAND.

1. What is meant by saying that the acceleration produced by gravity is ·32?

2. What is meant by centrifugal force; how is it measured when a heavy body moves in a circle of given radius with a given velocity?

3. How is it shown that there is a part of the *retina* of the eye insensible to the action of light?

4. Illustrate by a sketch, the position of the image of an object, as seen by an ordinary magnifying glass.

5. If 1·5 lbs. of ice at 0°C. mixed with 9 lbs. of water at 20° give 10·5 lbs. of water at 5°, what is the latent heat of water?

6. What do you mean by harmonic tones; how are they produced on a strained cord?

7. How is it shown that electricity is accumulated on the surface of an insulated charged conductor?

8. Why does a fine platinum wire become heated by passing an electric current through it, while a similar copper wire does not.

9. How would you magnetize a fine steel needle by means of frictional electricity.

Chemistry.

Examiner, Professor Simpson.

N.B.—This paper was given to Candidates for Scholarships of the Second Year in Medicine and Engineering.

1. What is the composition of the atmosphere, and how may it be determined by means of the eudiometer?

2. By what experiments could you prove that the gases contained in the atmosphere are simply mixed and not chemically combined?

3. Give two processes for the preparation of nitrogen gas. Enumerate its principal properties, and state under what conditions it may be made to combine with carbon and hydrogen respectively.

4. How is sulphur dioxide prepared? Give its most characteristic properties, and state how the dry gas may be made to combine directly with oxygen. Write the formula of the body formed when sulphur dioxide dissolves in water.

5. How would you prove that the atomic weight of oxygen is double its equivalent weight?

6. How is ammoniacal gas prepared? Enumerate its most characteristic properties, and explain how its composition by volume may be determined by means of the eudiometer. Explain also the preparation and application of Nessler's test for the detection of this alkali.

7. What are hard and soft waters? Explain the difference between temporary and permanent hardness. Explain also the action of hard waters upon soap.

8. Enumerate the principal ores of iron and give their composition.

9. What is the chemical difference between gray and white cast iron? Explain the action of hydrochloric acid upon each of these varieties.

10. How is ferrous sulphate prepared, and how may it be transformed into ferric sulphate? Give the formulæ of these salts, and state how they may be distinguished from each other.

11. What do you mean by the term atomicity or equivalence as applied to an element? Write the graphic formulæ of the following compounds:—nitric, sulphuric and tribasic phosphoric acids, barium nitrate, olefiant gas, alcohol, glycol, acetic acid.

12. How is hydrocyanic acid prepared? Explain by an equation the action of strong hydrochloric acid upon it, and give the Prussian blue and sulphur tests.

13. By what chemical experiments could you prove that a molecule of marsh gas contains four atoms of hydrogen?

14. Give a general method for the preparation of monobasic, and one for the preparation of bibasic organic acids. Illustrate by examples, and write equations explanatory of the reactions.

15. How may marsh gas be transformed into methyl alcohol, and ethylene gas into ethyl alcohol?

16. Explain Varrentrapp and Will's process for the determination of nitrogen in organic compounds.

Natural History.

Examiner, Professor Reay Greene.

Zoology.

1. Give examples of mammals, belonging to different orders, having two incisors on each side of the upper jaw.

2. Name the primary divisions of the order of serpents (Ophidia), and add the characters of each.

3. Describe the skull of Chimæra.

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Scholarship Examinations.

4. Describe the position and structure of the gills in an oyster.
5. In what arthropods are the sexes not distinct?
6. Describe the skeleton of a brittle-star (Ophiura).

BOTANY.

7. What unicellular plants have the power of apical growth?
8. Contrast Ophioglossum with ordinary Ferns.
9. Name the orders of Gymnosperms.
10. Under what larger groups are the orders of Thalamifloræ conveniently arranged?

ANATOMY AND PHYSIOLOGY.

Examiner, Professor CHARLES, M.A., M.D.

1. A breakfast is taken of eggs, meat, and bread. Describe in detail the changes which occur in each of the substances named as it passes through the alimentary canal. Name the secretion or secretions which act upon each, and say at what portions of the canal its fundamental constituents are absorbed.

2. State approximately the weight of the blood in an adult. Give a short account of the different methods by which this has been determined.

3. Define the terms:—"vital capacity," "reserve air," "residual air," "complemental air"; and state the amount of each, in cubic inches, in an adult.

4. Describe carefully the microscopical characters of involuntary muscular fibre. Mention the principal parts of the body in which this tissue is found.

5. Contrast and compare in detail yellow with white fibrous tissue.

6. Give the dimensions and weight of each of the following organs: liver, spleen, ovary, lungs, heart, thyroid body, cerebrum, and spinal cord.

ORAL EXAMINATION.

THIRD YEAR.

ANATOMY AND PHYSIOLOGY.

Examiner, Professor CHARLES, M.A., M.D.

1. Describe briefly the microscopical characters, and, if possible, give sketches of the following structures:—an intestinal villus, lymph corpuscle, nerve cell, tactile corpuscle, muscular fibre of the heart, Malpighian capsule of the kidney, and solitary gland of the large intestine.

2. Give a full account of the glycogenic function of the liver, and show how it is influenced by the nervous system.

3. Describe carefully a lymphatic gland, and state what is known regarding the origin of lymphatics.

4. What are the special functions of the spinal cord and the cerebellum?

5. Describe in detail the structure and development of the chorion. How is the fœtus in aplacental mammals nourished?

ORAL EXAMINATION.

PRACTICAL ANATOMY.

Examiner, Professor CHARLES, M.A., M.D.

1. Describe carefully the first metacarpal and first metatarsal bones. In what respects does the metacarpal bone of the thumb resemble (1) an ordinary metacarpal bone, and (2) a phalanx?

2. Give the attachments, relations, and nervous supply of the fol-

lowing muscles :—Flexor digitorum sublimis, triangularis sterni, psoas magnus, and tibialis posticus.

3. Describe the arterial anastomoses around the elbow, ankle, knee, and wrist joints respectively.

4. Give an accurate description of the different layers of fasciæ attached to Poupart's ligament and the pubic arch.

5. Enumerate (1) the points of correspondence, and (2) those of difference, in the anatomy of the hand and foot.

6. Name the specimens numbered 1 to 10, and give reasons for your opinion.

ORAL EXAMINATION.

MATERIA MEDICA.

Examiner, Professor O'KEEFFE.

A.—WRITTEN EXAMINATION.

1. Name and classify the different medicines which act as diuretics, and write a prescription for a diuretic mixture with instructions for its use in unabbreviated Latin.

2. Tartar emetic. How prepared? Give its physiological and therapeutical actions—dose, and mode of administration.

3. Name the chief active principles contained in opium, and give the therapeutic action of each.

4. Iodide of potassium. How prepared? Its characters. Most usual adulterations. How may they be detected? Dose.

5. Classify the extracts of the B. P. on the basis of their mode of preparation. Give the mode of preparation, and strength of the liquid extract of yellow bark.

6. Name the principal alkaloids contained in the several officinal cinchona barks respectively; and give some process for testing the remedial value of a preparation of any of these barks.

7. Scammonium. How obtained? Most usual adulterations. Tests for its purity. What pharmacopœial preparations contain it?

8. What relation subsists between the weights and measures of the pharmacopœia. Explain the decimal (French) system of measures and weights. What English measure or weight corresponds most nearly to the centimetre, litre, and kilogramme, respectively?

9. Tests of veratria, morphia, quinia.

B.—ORAL EXAMINATION.

Give the name, source, active principles, and therapeutic uses of the six drugs placed before you.

FOURTH YEAR.

ANATOMY AND PHYSIOLOGY.

Examiner, Professor CHARLES, M.A., M.D.

1. Give a brief and accurate account of the development of the skull and face.

2. Trace the fibres of the spinal cord upwards through the medulla oblongata.

3. Describe the structure and function of the thymus and prostate glands.

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Scholarship Examinations.

4. Describe the urachus, ductus venosus, ductus arteriosus, organ of Giraldés, parovarium, and sinus pocularis, as they exist in the adult. Give a full account of the early condition of each of these structures.

5. Write a short essay on the nervous and muscular currents.

ORAL EXAMINATION.

PRACTICAL ANATOMY.

Examiner, Professor CHARLES, M.A., M.D.

1. What is a *vas aberrans* of the arm? Between what arteries are vasa aberrantia usually found? How are they supposed to be developed, and by what series of changes in them and the arteries can you account for the high origin of arteries in the upper extremity?

2. The subclavian artery has been ligatured in the third stage; how will the circulation in the upper extremity of that side be maintained?

3. Describe fully the otic, semilunar, and Caserian ganglia.

4. Give a full account of the following arteries:—princeps cervicis, median, ilio-lumbar, transversalis colli, dorsalis hallucis, bronchial, internal circumflex, and profunda femoris.

5. Give a full account of the veins of the thorax.

6. Name the specimens numbered 1 to 10. State to which side of the body each belongs, and describe the character of the markings on which your opinion is based.

ORAL EXAMINATION.

THERAPEUTICS.

Examiner, Professor O'KEEFFE.

1. The different modes by which emetics act upon the system? Give the therapeutical actions of this class of remedies, and their uses in the treatment of disease.

2. Give a classification of cathartics. Explain the several modes in which medicines of this class prove curative, and the cautions to be observed in their exhibition.

3. What injurious effects have been known to follow the external use of carbolic acid?

4. What are the relative values of the induced and constant currents in the cure of disease? In what class of affections are they found to prove most serviceable?

5. Specify some of the most important uses of water, hot and cold, as a therapeutic agent.

6. State your opinion as to the curative value of counter-irritation. Name the substances most commonly used for this purpose, and the morbid conditions that call for their exhibition.

7. Describe the method of exhibiting medicines by the process of atomization. What medicines may be most usefully administered in this manner, and in what class of cases?

8. Mode of action of chloral hydrate? It is said to be converted into chloroform in the blood; give any facts, or state the results of any observations with which you are acquainted, that would support or contradict this conclusion. Express your own opinion on its probability.

Pathology.

Examiner, Professor O'Connor.

1. Describe the appearance of the kidney in the different forms and stages of Bright's disease.
2. What changes take place in the urine in these cases; what is the immediate cause of the changes, and their tests?
3. Explain the various causes of general anasarca separately, and of ascites.
4. What are the different causes of apoplexy, and the state of the brain in each?
5. Enumerate and describe the different kinds of cancer, and state their usual seat.
6. What are the arguments for and against Niemeyer's views of pulmonary consumption?
7. What are the causes of jaundice?
8. What organs become affected in intermittent fever, and the immediate cause of these affections?

Surgery.

Examiner, Professor Tanner.

1. From what morbid conditions has stone in the bladder to be diagnosed? Contrast the operations of lithotomy and lithrotity, in the treatment of stone, pointing out the indications and contra-indications for each.
2. Give the symptoms of subspinous dislocation of the humerus; and contrast the method of reduction by manipulation with that by extension.
3. What is the pathology, and what are the anatomical changes, in the disease described by Adams as chronic rheumatic arthritis?
4. What are the views held by modern pathologists with respect to the nature of scrofulous inflammation?
5. What pathological conditions call for excision of the elbow joint, and state in detail, the different steps of the operation?
6. Describe Professor Esmark's method of amputation, pointing out its advantages and the dangers to which it is liable.
7. Contrast the methods of torsion and ligature in the treatment of wounded arteries, describing the condition of the vessel after each mode of treatment.
8. Give the symptoms and diagnosis of ulcer of the rectum. How would you treat this affection?
9. And the symptoms, diagnosis, and treatment, of the morbid condition known as glaucoma. What plan of treatment has been introduced for this affection?

Midwifery.

Examiner, Professor Harvey.

1. Mention the points of difference between the egg of an oviparous and a viviparous animal. What special objects are attained in each by its peculiar characteristics? How is the oviduct modified by the egg?
2. Can you adduce any facts or arguments which would tend to show that, in impregnation, the male element enters into the formation of the embryo as well as that of the female?

Appendix D.

Scholarship Examinations.

3. In an abortion at four months the fœtus has come away, leaving the placenta and membranes in the uterus. What are the dangers to be apprehended in such a state of things; and how would you treat the case?

4. What difficulties in the progress of labour result from the condition known as "Pendulous Belly"? How does it act; and by what means are its effects to be obviated?

5. Describe the various steps of the operation of bipolar version. What advantages has it over the ordinary operation? Mention the cases to which it is not applicable.

6. You are attending a patient in labour who has had *post-partum* hemorrhage in her previous confinements. What means would you take to prevent a recurrence of it this time? Is there anything in the character of the labour that would lead you beforehand to expect its occurrence?

School of Engineering.

Sessional Examinations.

SESSIONAL EXAMINATIONS—FIRST YEAR.

Geometrical Drawing.

Examiner, Professor Jack.

1. If three straight lines meet in one point, and a straight line be perpendicular to each of them at that point, these three straight lines are in the same plane.

2. Explain what is meant by the "projection" of a point or line on a plane.

3. Show that the projection of a line on two planes at right angles to one another are generally sufficient to determine the line. Can the same method be applied to the representation of curved surfaces?

4. Given the traces of two planes, find the projections of their line of intersection.

5. Find the projections of a line which shall pass through a point whose projections are given, and be parallel to a line whose projections are given.

6. Given a right circular cone with the axis vertical, find the projections and real size of the section of it, by a plane parallel to one side.

7. Given the projections of a sphere, and the traces of a plane cutting it; find the projections of the curve of section.

8. A semicircular cylinder is placed with its axis vertical, the hollow side being turned to the front; find the shadow cast by its own edges on the surface.

9. What are the measuring point and line for a horizontal line making 45° with the picture plane?

10. Explain the meaning of the following terms in classic architecture - Entablature, frieze, abacus, ovolo, scotia, capital.

SECOND YEAR.

Surveying, Levelling, and Mensuration.

Examiner, Professor Jack.

1. Practical examination with Theodolite.
2. Practical examination with Level.
3. How far is *triangulation* necessary in a chain survey?
4. How do you check the accuracy of the principal triangles in a chain survey? When do you discontinue the use of this method?

5. In chaining a line you meet with an obstacle which cannot be seen over, how would you carry on the line beyond the obstacle?

6. What is the nature of the adjustment of the line of collimation in a theodolite of the ordinary form, and how would you examine whether the adjustment be correct?

7. What is meant by a level "traversing" correctly? What provision is made in a Gravatt's level for making this adjustment, and how would you examine its correctness?

8. Calculate Bidder's numbers for heights of 20 and 30.

9. Describe the vena contracta, and explain the influence it has on the flow of water through an orifice with thin edges.

10. What is meant by the angles of skewback in an oblique bridge? What use is made of these quantities?

THIRD YEAR.

Civil Engineering.

Examiner, Professor Jack.

First Paper.

1. What is the nature of the test employed for the degree of fineness to which cement has been ground? Why is this test required?

2. Describe the means now employed for the preparation of the clay in brickmaking.

3. In the process for the conversion of cast-iron into malleable iron, describe the operation called puddling. What attempts have been made to carry on this operation by mechanical agencies?

4. Describe the slide rest in a lathe.

5. What is meant by welding? How do welds often fail, and hence what precaution should be taken to secure good work?

6. What is the nature of the stress to which a rivet is subject when the portion of the structure in which it is is subject to a tensile stress.

7. Show that in a Warren girder the stress in any diagonal arising from a uniformly distributed load may be expressed in terms of the load between that diagonal and the centre of the girder.

8. Calculate the stresses in the parts marked in the sketch of a roof truss shown to you.

9. The following expression has been given to be used in calculating approximately the strength of a flanged girder loaded at the middle. Explain the meaning of the letters used, and show how the expression has been deduced—

$$w = \frac{4f}{cl} \cdot \frac{a_1 \; a_2 \; d^2}{A}.$$

10. Explain the reason that in girder bridges of small span on a railway the girders may be subjected to larger stresses than those which would be produced by the uniformly distributed loads which are generally assumed.

Second Paper.

1. In cases where the piers and abutments of a bridge encroach on the water-way, especially during periods of floods, in what manner is the subject of the foundations affected, and how must it be discussed by the engineer?

2. How have cylinders of brick or concrete been employed in foundations? describe examples if you can.

Appendix D.

Sessional Examinations.

3. Illustrate by a sketch the manner in which radiating courses have been employed in the abutments of stone bridges.

4. What preparation is generally made for supporting the ends of iron arched ribs for bridges? Note the additional precautions in the case of bridges of large span.

5. Describe the detail of the permanent way for a railway, when the broad-footed rail is employed.

6. What is the object generally sought to be attained in the machinery constructed for connecting the signals on a railway with the moveable parts employed in shifting a train from one line of rails to another?

7. How is the slide valve of a locomotive constructed and set, so as to provide that the steam following the piston shall be allowed to escape before the piston has reached the end of its stroke?

8. How does the amount of force necessary to draw a train vary with the speed, &c.? What proportion of the weight of a locomotive is available for the production of this force?

9. What are "relief tanks" on the line of pipe in a system of water supply for a town?

10. Describe the action of the cataract in a Cornish engine.

Scholarship Examinations.

SCHOLARSHIP EXAMINATION.—FIRST YEAR.

(See papers for Science Scholarship Examination for First Year in the Faculty of Arts, p. 94.)

SECOND YEAR.

(See papers: 1, on *Mathematics*, Science Scholarship Examination of Second Year, in the Faculty of Arts, p. 96; 2, on *French*, Literary Scholarship Examination of First Year, in the Faculty of Arts, p. 93; 3, on *Chemistry*, Scholarship Examination of the Second Year in the Faculty of Medicine, p. 109.)

Geometrical Drawing.

Examiner, Professor Jack.

1. Give a method for drawing an arc of a circle subtending a small angle by points when you are given the rise and span.

2. Give a method for describing a cycloid.

3. Find the traces of a plane passing through a given point and line.

4. Find the projections of a line passing through a given point, intersecting a given line, and making a given angle with it.

5. Find the traces of a plane passing through a given point and touching a cone, of which the horizontal trace and projections of vertex are given.

6. Explain the method of finding the projections of the curve of intersection of a vertical cylinder and a sphere.

7. How would you find the actual length of a line, of the ends of which the isometric projections are given, the isometric planes in which these ends are situated being also represented?

8. To what extent may a perspective drawing be reduced in size?

9. Describe the method of constructing, by measuring points and lines, the perspective of the front of a building, all the lines of which are either horizontal or vertical, and of which the dimensions are given; and point out the least amount of construction which it is necessary to obtain from the plan and elevation.

10. To what style of architecture do the buildings represented in the photographs shown to you belong?

THIRD YEAR.

MATHEMATICS.

Examiner, Professor NIVEN.

1. If A D be the perpendicular from the angle A of a triangle on the opposite side B C, and A E the diameter of the circumscribing circle, prove that the rectangle under A B, A C=rectangle under A D, A E.

2. If the squares of $xy+xz-yz$, $yx+yz-xz$, $zx+zy-xy$ be in arithmetical progression, prove that x, y, z are also in arithmetical progression.

3. Explain the theory and use of Logarithms, particularly referring to the tables of Proportional Parts.

Prove that $\log_a N = \log_e N \div \log_e a$.

4. Find approximately the circular measure of an angle of 13′ 5″.

If $\sin A = \tan b \tan c$, $\sin B = \tan a \tan c$, $\tan A \tan B = \sin c$, prove that $\sin c = \cos a \cos b$.

5. State Napier's rules for the solution of right-angled spherical triangles, and verify by direct proof the rule which expresses an angle of the triangle in terms of the adjacent sides.

In a triangle of which one side (c) is a quadrant, prove that

$$\cos C + \cos A \cos B = 0, \quad \cos a + \tan A \cot C = 0.$$

6. Find the area of a spherical triangle.

7. The equation of a circle described on the line joining the points (x_1y_1), (x_2y_2) as diameter is $(x-x_1)(x-x_2)+(y-y_1)(y-y_2)=0$.

Prove this, and show thence that the angle in a semicircle is a right angle.

8. Find the equation of a hyperbola referred to its asymptotes as axes.

9. Differentiate $e^{\tan^{-1}x}$, and prove that if

$$a-\cos\theta\sqrt{a^2-1} = (a+\cos\phi\sqrt{a^2-1})^{-1}, \text{ then } \frac{d\theta}{d\phi} = \frac{1}{a+\cos\phi\sqrt{a^2-1}}.$$

10. State and prove MacLaurin's Theorem.

11. Define the circle of curvature of a curve at any point, and find an expression for its radius.

Find the radius of curvature at any point of the curve $x^2-y^2=a^2$.

12. Integrate these : $\frac{1}{\sqrt{a^2-x^2}}$, $\frac{1}{x^2+x}$, $e^x \sin x$.

13. Apply the integral calculus to find the surface of a sphere.

GEOLOGY AND MINERALOGY.

Examiner, Professor HARKNESS.

1. To what groups are Volcanic rocks referable?

2. What are the characters of Plutonic rocks?

3. What is the nature of the rocks known as Gneiss? To what groups are these referable?

4. What are the divisions of the Cambrian formation? Mention some of the fossils which mark these divisions.

5. Mention some of the more important of the fossils of the Eifel limestones.

6. In what formation is clay-ironstone found in the greatest abundance? What is the nature of this substance?

7. What are the divisions of the English Keuper? Mention some of the fossils which it affords.

Appendix D. — Scholarship Examinations.

8. What is the nature and what is the position of the Portland stone?

9. Where, and under what circumstances, is the Jurassic formation represented in Ireland?

10. To what family of minerals does *albite* belong? Mention its crystalline system and its composition.

11. What are the external characters by means of which *calc-spar* can be recognised?

12. What is the nature of the mineral from whence the tin of commerce is obtained?

Early English Text Society's Prizes.

Early English Text Society's Prizes (1876).

Examiner, Professor ARMSTRONG.

1. Decline the A. S. *personal pronouns*, and *interrogative pronouns*.

2. Give an example of the conjugation of a *strong verb*.

3. Describe the relations of English to the Teutonic group of languages.

4. Describe the exact nature of the influences of Norman-French upon the English language.

5. Give an account of the Norman-French, and of its affinities to other Romance dialects.

6. Give a brief history of the *alphabet* of the English language.

7. Paraphrase the following passages in Modern English prose, and indicate the words in which the older forms of letters are used in the MS. :—

(*a.*) "For ther was ordre of monekes· er seint Patrik com,
And er seint Austyn to Engilonde brought Cristendom;
And seint Patrik deide, tuo hondred· and tuo and vyfti yer,
After that oure suete Leuerdi· oure Louerd here ber."

(*b.*) "At Hampton, als I vnderstand,
Come the gaylayes vnto land,
And ful fast thai slogh and brend,
But noght so mekill als sum men wend,
For, or thai wened, war thai mett
With men that sone thaire laykes lett."

(*c.*) "Now is the kyng in gret perell,
For slepe he swa a litell quehile,
He sall be ded foronten dred,
For the thre tratouris tuk gud hede,
That he on slep wes and his man."

State from what authors these passages are extracted.

8. Give a brief account of Chaucer; sketch the plan of the *Canterbury Tales*; and enumerate the characters described in the *Prologue*.

9. Make a metrical analysis of the following passage, stating the rules which guide you; comment upon its peculiarities of grammar and phraseology; and paraphrase the whole in Modern English prose:—

"Anon to drawen every wight began,
And shortly for to tellen as it was,
Were it by aventure, or sort, or cas,
The soth is this, the cut fil to the knight,
Of which ful blithe and glad was every wight;
And telle he moste his tale as was resoun,
By forward and by composicioun,
As ye han herd; what needeth wordes moo?'

The New Shakspere Society's Prizes (1876).

Examiner, Professor ARMSTRONG.

1. Compare together the *Merchant of Venice*, *King John*, and *King Lear*, contrasting the methods of characterization, the systems of versification, and the management of the plots.

2. Annotate the following passages, state in what plays they appear, name the characters in whose mouths they are put, and describe the circumstances under which they are spoken :—

(*a.*) "By this scimitar,
That slew the Sophy and the Persian prince,
That won three fields of Sultan Solyman,"—

(*b.*) "And pat he comes, like the catastrophe of the old comedy: my cue is villanous melancholy, with a sigh like Tom o' Bedlam. O, these eclipses do portend these divisions!"

(*c.*) "Renege, affirm, and turn their halcyon beaks
With every gale and vary of their masters,"—

(*d.*) "To this effect, before you were new-crowned,
We breath'd our counsel: but it pleased your highness
To overbear it; and we are all well-prais'd,
Since all and every part of what we would,
Doth make a stand at what your highness will."

(*e.*) . . "I thought it fit
To send the old and miserable king
To some retention and appointed guard;
Whose age has charms in it, whose title more,
To pluck the common bosom to his side,
And turn our impress'd lances in our eyes
Which do command them—"

3. Write a criticism on the character of Coriolanus.

4. Give a brief account of the works of Greene, Peele, and Webster.

5. State what is known of the relations between Shakspere and Ben Jonson, Greene, and Ford, respectively.

6. Describe the state of the English drama at the time when Marlowe first appears before the world as a writer.

7. Describe the events of the Fourth Act of *Coriolanus*, naming the principal characters that take part in them.

8. Contrast the mental conditions of the several interlocutors in the Fourth Scene of the Third Act of *King Lear*.

9. Give a list of all the plays which have been ascribed to Shakspere either wholly or in part, assigning them to their ascertained or most probable periods.

10. Quote as accurately as you can—

(*a.*) Constance's apostrophe to Death.

(*b.*) Shylock's address to Antonio, following the question—
"Well, Shylock, shall we be beholding to you?"—

(*c.*) Lear's dying speech.

Appendix E.

APPENDIX E.

No. XV.

Donations to Library and Museums.

Donations to Library and Museums.

Library.

Aberdeen, Catalogue of the General Library of the University of. 3 vols. 8vo. 1873. By the University.

Antiquary, The Indian. (Bombay). *Received regularly.* From the Editor.

Army Medical Reports, 1873 (Vol. XV.) 1 vol. 8vo. 1875. By the Army Medical Department.

British Museum Publications :—

Ancient Greek Inscriptions. Part I. Attika.

Catalogue of Additional MSS. (1854–1860). 1 vol. 8vo. 1875.

Catalogue of Birds. Vol. I. (Accipitres or Diurnal Birds of Prey. By R. Bowdler Sharpe.) 1 vol. 8vo. 1874.

Catalogue of Birds. Vol. II. (Striges, or Birds of Prey. By R. Bowdler Sharpe.) 1 vol. 8vo. 1875.

Catalogue of Marine Polyzoa. Cyclostomata. Part. III.

Catalogue of Oriental Coins. Vol. I. 1875.

Catalogue of Spanish MSS. By Don Pas. de Gaygangos. 1 vol. 8vo. 1875.

Cuniform Inscriptions. Vol. IV. By the Trustees of the British Museum.

Hand List of Seals, &c. By Dr. J. E. Gray. 1 vol. 8vo. 1874.

Beale, James, The Poems of. 1 vol. 1876. By the Author.

Belfast Philosophical Society, Proceedings of. By the Society.

Bentham, George, V.P.L.S., Flora Honkongensis. 1 vol. 8vo. 1861. By the Right Hon. the Earl of Carnarvon, Secretary of State for the Colonies.

Blacker, Rev. B. H., Sketches of the Parishes of Booterstown and Donnybrook. 1 vol. 1872. By the Author.

Bourchier, Lady, Memoir of Sir Edward Codrington. 2 vols. 8vo. 1873. By the Authoress.

Canadian Journal, The, of Science, Literature, and History. (Regularly.) By the Canadian Institteu.

Chemist and Druggist, The. London. *Received regularly.* From the Editor.

Coues, Dr. Elliott, Abstract of Results of a Study of the Genera Geomys and Thomomys, with Addenda on the Osteology of Geomyidæ, &c. Washington, 1875.

,, Some Account, Critical, Descriptive, and Historical, of Zapus Hudsonius.

,, On the Zoological Results of the Travels of Lewis and Clarke. By the Author, through Smithsonian Institution.

Crowe, O'Beirne, The Amra Choluim Chilli of Dallan Forgaill. 1 vol. 8vo. Dublin, 1871. By Rev. Maxwell Close.

Cudmore, P., Civil Government and Constitutional History of the U. S. America. 1 vol. 8vo. New York, 1875. By the Author.

Ericsen, J., Solar Investigations. Parts I., II. Pamphlets. By the Author.

Fitzgerald, R. D. F.L.S., Australian Orchids. Part. I. Sydney.
By the Government of New South Wales.

Gilbert, J. T., National Manuscripts of Ireland. Part I. Folio. 1875.
By the Right Hon. the Master of the Rolls in Ireland.

Gray's Inn Library. First Supplement to Catalogue of 1874.
By the Benchers.

Hartt, C. F., Amazonian Tortoise Myths. Pamphlet. 1875.
By the Author.

Hayden, F. V.
Geological Survey of the U. S. America. Cretacea Vertebrata.
Vol. II. 4to. 1875.
——— Annual Report of, 1874. By the Author.

Institution of Civil Engineers, Minutes and Proceedings of.
Vols. XLII. and XLIII. 1875–76.
By the Institution of Civil Engineers.

Jones, Dr. H. M., Medical Responsibility in the choice of Anæsthetics.
1876. By the Author.

Journal de l'Instruction Publique. Province de Quebec. Regularly.

Journal of Education. Province of Quebec. Regularly.
By the Minister of Public Instruction.

MacCarthy, Daniel (Glas), Life and Letters of Florence MacCarthy Reagh, Tanist of Carbery, MacCarthy Mor. 1 vol. 8vo. 1867.
——— A Historical Pedigree of the Sliochd Feidhlimidh, the MacCarthys of Gleannacroim. 1 vol. 8vo. By the Author.

M'Cormac, H., M.D., Human Vivisection. Three Lectures on Juridical Manslaughter. Pamphlet. By the Author.

Max Müller, Rig-veda-Sanhita. Vol. VI. 1874.
By the Secretary of State for India.

Medical Reports (China), Shanghai. *Regularly.*
By the Inspector-General of Customs.

Navy Medical Reports. 1874. By the Navy Medical Department.

Nigra, Cav. C., Glossæ Hibernicæ veteres Codicis Taurinensis. 1 vol. 8vo.
Lutetiæ Parisiorum. 1869. By the President.

Pickering, Charles, M.D., The Geographical Distribution of Animals and Plants. (Vol. XV. of Wilkes' United States Exploring Expedition.)
1 vol. 4to. Boston and London, 1854. By the Author.

Public Health Reports of the Officers of the Privy Council. Nos. 4, 5, and 6, 1876. By the Local Government Board (England).

Quebec, Report of the Minister of Public Instruction for the Province of, for the years 1873, 1874, and part of 1875. Quebec, 1876.

Redfern, Professor P. (12 Pamphlets):—

1. Abnormal Nutrition in Articular Cartilages.
2. Do. Do. Part II.
3. Do. Do. Part III.
4. Healing of Wounds after Amputations in Do.
5. Thickness of the Articular Cartilage at different periods of life in the Human Subject.
6. Origin of the Epigastric and Obturator Arteries.
7. Case of Hydrophobia.
8. On the Nature and Primary Changes of Cancerous Exudations.
9. On the Nature of the Torbanehill, &c., Coal.
10. Flustrella Hispida and its Development.
11. Report on the organic and other solid matters found by Microscopical Examination of Waters supplied from the Thames and other sources.
12. Address delivered to the Biological Section of the British Association, Belfast, August 19th, 1874. By the Author.

Appendix E.

Donations to Library and Museums.

Returns, Weekly, of Births and Deaths, Dublin.
" Quarterly, of Marriages, Births, and Deaths, in Ireland.
Received regularly. By Registrar-General.
Smith, W. G., On Home-grown Podophyllum and Jalap. Pamphlet.
By the Author.
Smithsonian Institute:—
Contributions to Knowledge. Vol. XIX. 1874.
Miscellaneous Collections. Vol. XII. 1874.
Report of. 1874. By Smithsonian Institute.
Stewart, C., International Correspondence by means of Numbers.
By the Author. 1 vol. 8vo. 1874.
Sullivan, W. K., and J. P. O'Reilly, Notes on the Geology and Mineralogy of the Spanish Provinces of Santander and Madrid.
—— Note on the Great Dolomite Bed of Spain. By the Authors.
Testament, Translation of the New, in Chinese. 1 vol.
By Professor Bunnell Lewis, M.A., F.S.A.
Trevandrum Magnetical Observations. Vol. I. 1874.
By His Highness the Maharajah of Travancore.
Winthrop, R. C., The Life and Letters of J. Winthrop, Governor of Massachusetts. 2 vols. 8vo. 1874. By the Author.

The following were presented by J. H. CORBETT, M.D., late Professor of Anatomy, Queen's College, Cork:—

Alston, C., Index Medicamentorum. 12mo. Edinburgh, 1752.
Arbuthnot, J., On Aliments, &c. Dublin, 1731.
Armstrong, J., On Typhus Fever. 8vo. London, 1819.
Baglivi, G., Opera Omnia.
Baillie, M., Morbid Anatomy. 8vo. London, 1807.
Bell, B., A System of Surgery. (7 vols.) Edinburgh, 1801.
Bell, C., Anatomy of the Human Body. (3 vols.)
Bellingham, O'B., On Aneurism. 12mo. London, 1840.
Bevan, P., Catalogue of the Museum of the Dublin School of Anatomy.
Boerhaave, H., Methodus Studii Medicii. (2 vols.) 1757.
Bostock, J., Elementary Physiology. 1828.
Bowin, Madame V., L'Art des Acouchements. 8vo. Paris, 1817.
Boyle, R., On Specific Medicines. 12mo. London, 1865.
Broussais, F. J. V., Treatise on Physiology. 1832.
Brown, John, Anatomical Exercitations.
Celsi, A. C., Medecine.
Clarke, A., An Essay on Bathing. Dublin, 1813.
Cooper, B. B., Anatomy. (3 vols.)
Corrigan, J. D., Lectures on Fever. Dublin, 1853.
Cullen, W., Physiology. (3rd Ed.) Edinburgh, 1785.
Denman, T., Midwifery. 8vo. London, 1788.
Duncan, A., On Pulmonary Consumption. 8vo. Edinburgh, 1816.
Ellis, G. V., Demonstrations of Anatomy. (2 copies.)
Evers, P., Comparative Anatomy. 8vo. Dublin, 1839.
Fouquet, Madame, Les Remedes de. Lyon, 1682.
Frazer, W., Diseases of the Skin. Dublin, 1864.
Gregory, J., On the Duties of a Physician. 8vo. London, 1772.
General Medical Council, Report of, on Education. 1860.
Halliday, A., On Lunatics and Lunatic Asylums. 1828.
Hamilton, Alexander, Midwifery. 8vo. London, 1796.
Hamilton, J., On Purgative Medicines. Edinburgh, 1818.

Harris and Boerhaave, On Diseases of Children. London, 1742.
Harrison, Robert, The Dublin Dissector. 2 vols. Dublin.
Harty, William, On Dysentry. 8vo. London, 1805.
Historical and Archæological Association of Ireland, Journal of. (Kilkenny.) 24 numbers.
Hogg, J., On the Microscope. London, 1854.
Home, E., On the Strictures of the Urethra.
James, J. H., Chloroform versus Pain. 1870.
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Printer to the Queen's Most Excellent Majesty.
For Her Majesty's Stationery Office.

THE REPORT

OF THE

PRESIDENT

OF

QUEEN'S COLLEGE, GALWAY,

FOR

THE SESSION 1874-75.

Presented to both Houses of Parliament by Command of Her Majesty.

DUBLIN:
PRINTED BY ALEXANDER THOM, ABBEY-STREET,
PRINTER TO THE QUEEN'S MOST EXCELLENT MAJESTY,
FOR HER MAJESTY'S STATIONERY OFFICE.

1876.

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THE REPORT

OF THE

PRESIDENT OF QUEEN'S COLLEGE, GALWAY,

FOR

THE SESSION 1874–75.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

MAY IT PLEASE YOUR MAJESTY,

In the following Tables (Numbers I. and II.) will be found a statement of the Numbers and Religious Persuasions of the Students who have entered this College and attended the Lectures therein during each Session since its opening:—

I.—NUMBERS and RELIGIOUS PERSUASIONS of STUDENTS who have entered the Queen's College, Galway, in each year from its opening.

Session.	Matriculated Students.	Non-Matriculated Students.	Total.	Members of Established Church.	Roman Catholics.	Presbyterians.	Wesleyan Methodists.	Independents.	Various.	Total.
1849–50, . .	64	4	68	24	38	6	–	–	–	68
1850–51, . .	23	3	26	10	9	7	–	–	–	26
1851–52, . .	31	5	36	13	21	2	–	–	–	36
1852–53, . .	21	2	23	8	12	3	–	–	–	23
1853–54, . .	25	5	30	12	15	3	–	–	–	40
1854–55, . .	26	15	41	18	18	3	2	–	–	31
1855–56, . .	32	7	39	14	15	8	1	1	–	49
1856–57, . .	35	8	43	15	22	3	1	1	1	43
1857–58, . .	36	7	43	16	17	9	–	1	–	43
1858–59, . .	44	4	48	20	19	7	2	–	–	48
1859–60, . .	35	5	40	12	25	1	–	1	1	60
1860–61, . .	*59	1	60	13	33	12	2	–	–	60
1861–62, . .	†59	3	62	21	35	6	–	–	–	62
1862–63, . .	60	4	64	18	27	16	1	–	2	54
1863–64, . .	54	5	59	20	21	11	2	4	1	70
1864–65, . .	58	12	70	26	28	13	–	2	1	39
1865–66, . .	46	3	49	16	19	10	3	–	1	49
1866–67, . .	42	2	44	14	18	7	3	2	–	44
1867–68, . .	†44	3	47	14	20	11	2	–	–	47
1868–69, . .	‡56	4	60	20	24	15	1	–	–	60
1869–70, . .	49	5	54	20	25	6	2	–	1	54
1870–71, . .	52	6	58	22	23	12	–	1	–	58
1871–72, . .	§64	1	65	19	31	11	3	1	–	65
1872–73, . .	55	4	59	17	24	14	1	2	1	59
1873–74, . .	‖80	3	83	27	31	21	3	1	–	83
1874–75, . .	67	7	74	24	35	14	1	–	–	74
Total, . .	1,217	128	1,345	453	605	231	30	17	9	1,345

* Including three who had previously been in attendance as non-matriculated students.
† Including one who had previously been in attendance as a non-matriculated student.
‡ Including two who had previously been in attendance as non-matriculated students.
§ Including two who had previously been non-matriculated students.
‖ Including two who had previously been non-matriculated students.

II.—Numbers and Religious Persuasions of Students attending Lectures in the Queen's College, Galway, in each Session from its opening.

Session.	Matriculated Students.	Non-Matriculated Students.	Total.	Members of Established Church.	Roman Catholics.	Presbyterians.	Wesleyan Methodists.	Independents.	Various.	Total.
1849–50, . .	64	4	68	24	38	6	–	–	–	68
1850–51, . .	60	3	63	22	28	13	–	–	–	63
1851–52, . .	68	5	73	25	41	7	–	–	–	73
1852–53, . .	73	2	75	26	40	9	–	–	–	75
1853–54, . .	76	5	81	30	42	9	–	–	–	81
1854–55, . .	69	16	85	32	46	5	2	–	–	85
1855–56, . .	78	9	87	26	42	14	3	2	–	87
1856–57, . .	88	8	96	30	43	10	3	3	1	96
1857–58, . .	92	8	100	31	47	18	3	2	1	100
1858–59, . .	113	9	122	37	64	15	4	1	1	122
1859–60, . .	111	7	118	31	69	11	2	2	3	118
1860–61, . .	141	3	144	33	85	19	3	2	2	144
1861–62, . .	148	5	153	39	91	19	3	1	–	153
1862–63, . .	161	4	165	33	95	32	2	–	3	165
1863–64, . .	160	5	165	41	91	25	3	4	1	165
1864–65, . .	157	12	169	50	78	31	2	6	2	169
1865–66, . .	139	5	144	33	71	29	4	4	3	144
1866–67, . .	133	2	135	36	62	27	4	5	1	135
1867–68, .	124	3	127	34	54	32	3	4	–	127
1868–69, . .	146	4	150	47	63	34	2	4	–	150
1869–70, . .	130	8	138	42	66	24	2	3	1	138
1870–71, . .	115	8	123	37	62	20	–	–	4	123
1871–72, . .	139	2	141	31	79	25	4	2	–	141
1872–73, . .	135	3	138	28	68	35	3	3	1	138
1873–74, . .	152	4	156	35	77	38	5	1	–	156
1874–75, . .	149	6	155	37	71	40	4	3	–	155*
Total, . .	3,021	150	3,171	870	1,619	545	61	56	20	3,171

* While this Report is passing through the press, I am glad to be able to state that the Entrances of Students for the current Session (1875-6) amount to 80—a number exceeding that of last year by 15, and larger than that of any former year since the College opened while the attendances exceed those of last year by 10.

The distribution of all the Students of the various religious denominations, attending the College during the Session 1874–75, among the several Faculties, is shown in the following table :—

NUMBER of STUDENTS ATTENDING in the SEVERAL FACULTIES, Session 1874-75.

	Church of Ireland.	Roman Catholics.	Presbyterians.	Other Denominations.	Total.
Faculty of Arts, ...	8	22	20	3	53
„ Law, ...	1	5	3	–	9
„ Medicine, . . .	25	41	15	4	85
Department of Engineering, . .	4	3	3	–	10
Occasional Students, . . .	2	2	–	–	4
	40	73	41	7	161
Deduct, attending in two Faculties,	3	2	1	–	6
Total of separate individuals, .	37	71	40	7	155

It will be seen by reference to the preceding tables that the system of United Education has been really carried out in this College; and that the numbers of Students continue to represent, in just proportion, those classes of the several persuasions who seek for collegiate education. It is gratifying to be able to add that, since the opening of the College, not a single circumstance has occurred to interrupt the harmony which has subsisted among the Students of all denominations.

The following Tables (III. and IV.), give the number of Students attending the different Classes, and the number of Lectures delivered by each Professor since the opening of the College. A reference to the latter table renders it unnecessary for me to expatiate on the zeal and assiduity with which the Professors have discharged their duties. The Reports of the Professors, given elsewhere (Appendix B), will best exhibit the application and improvement of the Students.

III.—Return showing the Number of Students attending the Lectures of each Professor, in each year since the opening of the College.

——	1849-50.	1850-51.	1851-52.	1852-53.	1853-54.	1854-55.	1855-56.	1856-57.	1857-58.	1858-59.	1859-60.	1860-61.	1861-62.	1862-63.	1863-64.	1864-65.	1865-66.	1866-67.	1867-68.	1868-69.	1869-70.	1870-71.	1871-72.	1872-73.	1873-74.	1874-75.
Greek,	50	31	24	19	24	21	21	23	21	23	24	24	36	36	35	30	34	24	25	28	23	20	27	29	36	23
Latin,	50	27	24	22	21	19	20	23	21	22	23	24	29	35	36	32	33	29	23	27	27	22	29	28	36	32
Mathematics,	54	38	28	28	27	28	25	34	34	42	35	42	48	52	41	43	40	37	27	39	30	32	36	28	44	33
English, &c.,	47	43	28	23	23	22	22	27	20	31	22	29	24	38	39	30	22	23	22	24	23	24	26	27	36	30
Modern Languages,	54	23	23	19	25	37	29	34	30	38	52	70	77	76	71	78	72	65	60	65	64	57	66	67	84	80
Celtic Languages,	–	3	2	2	–	–	–	–	3	–	3	6	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Natural Philosophy,	8	11	23	19	27	23	21	27	29	38	33	70	57	67	62	68	54	49	50	58	54	46	54	58	61	71
Natural History,	3	26	25	21	32	25	30	30	32	37	37	39	32	33	29	38	32	27	34	27	28	29	39	40	37	43
Logic and Metaphysics,	–	20	17	14	14	14	13	14	15	16	17	19	21	23	25	30	20	16	23	17	21	14	22	23	15	24
Chemistry,	13	25	36	29	27	23	29	40	40	49	53	60	57	46	52	52	44	48	46	51	50	49	55	52	61	67
Mineralogy and Geology,	–	4	14	15	10	14	10	8	15	16	17	–	6	10	5	6	6	7	4	5	6	2	3	5	2	4
Engineering,	2	10	11	13	10	11	9	10	15	18	12	21	18	21	17	16	17	17	13	15	15	12	10	8	10	10
Agriculture,	4	5	5	5	6	6	7	11	14	7	7	5	3	5	2	–	–	–	–	–	–	–	–	–	–	–
Anatomy and Physiology,	10	9	8	15	18	13	22	35	39	47	52	71	68	65	56	54	53	53	54	65	59	57	73	67	78	72
Materia Medica & Medical Jurisprudence,	–	5	9	11	10	7	8	17	13	24	20	26	34	28	32	23	18	30	20	32	28	27	29	28	31	32
Surgery,	–	–	6	12	7	7	6	13	13	18	20	19	33	27	26	28	24	12	19	21	18	13	21	19	21	19
Midwifery,	–	–	4	7	4	–	4	3	11	5	11	12	14	17	12	14	14	9	8	9	8	10	15	9	17	12
Medicine,	–	–	–	4	4	2	6	6	7	7	6	8	16	21	26	19	15	10	15	14	14	12	16	15	21	13
English Law,	4	4	5	6	6	7	5	4	3	7	7	4	7	7	7	8	6	7	8	12	12	12	13	12	9	9
Jurisprudence and Political Economy,	4	4	12	13	16	10	9	9	7	17	13	10	5	9	8	8	10	12	14	15	11	13	12	8	8	9

IV.—Return of the Number of Lectures delivered by each Professor in each Session since the opening of the College.

	1849-50.	1850-51.	1851-52.	1852-53.	1853-54.	1854-55.	1855-56.	1856-57.	1857-58.	1858-59.	1859-60.	1860-61.	1861-62.	1862-63.	1863-64.	1864-65.	1865-66.	1866-67.	1867-68.	1868-69.	1869-70.	1870-71.	1871-72.	1872-73.	1873-74.	1874-75.
Greek,	265	254	216	224	248	249	217	262	223	246	210	229	*315	290	255	255	247	274	240	249	257	263	246	237	253	230
Latin,	270	252	212	238	233	190	217	244	195	189	189	196	181	263	228	237	236	248	224	209	267	239	248	190	229	259
Mathematics,	221	255	230	167	164	211	181	†186	†234	†233	†209	210	†213	†199	†199	†213	†198	†212	177	†206	†209	214	†200	†211	†209	†200
English, &c.,	37	28	77	97	126	128	127	107	100	92	97	76	16	160	147	145	136	155	156	132	120	139	140	134	139	149
Modern Languages,	212	249	207	175	155	160	155	†162	†154	†151	†169	†246	†244	†229	†284	256	†269	†163	†272	†252	†237	280	310	338	227	257
Celtic Languages,	–	90	65	30	–	–	–	‡3	48	–	30	24	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Natural Philosophy,	63	154	120	207	139	175	225	174	173	192	172	213	196	211	203	229	255	293	257	258	285	269	253	248	255	259
Natural History,	–	120	85	92	85	76	68	68	87	77	76	56	57	62	70	82	77	70	60	80	104	101	103	101	107	104
Logic and Metaphysics,	–	40	114	159	123	141	138	162	106	109	170	165	132	182	146	157	139	172	171	141	121	136	129	141	86	134
Chemistry,	32	111	128	140	113	123	97	101	107	98	100	95	91	95	89	87	102	94	97	91	103	94	83	110	84	112
Mineralogy and Geology,	–	51	45	57	51	50	45	49	60	64	64	§–	61	49	66	56	58	63	60	51	61	57	57	61	52	56
Engineering,	9	118	105	97	80	76	112	111	122	126	81	162	183	241	211	249	226	237	258	226	252	246	256	234	240	201
Agriculture,	–	106	112	160	144	160	192	174	123	154	182	83	65	54	28	–	–	–	–	–	–	–	–	–	–	–
Anatomy and Physiology,	111	112	111	103	100	115	104	103	102	104	‖116	‖96	‖90	‖84	‖105	‖118	‖86	‖137	‖116	‖117	‖121	126	121	160	170	179
Materia Medica & Medical Jurisprudence,	–	51	60	90	95	93	95	96	90	90	77	85	78	88	88	84	84	81	79	77	76	78	81	80	66	70
Surgery,	–	–	61	62	62	61	62	60	53	59	60	55	60	60	50	49	58	61	54	60	58	54	49	47	48	48
Midwifery,	–	–	59	70	62	–	62	61	60	59	54	51	60	51	54	51	51	55	53	57	55	56	50	34	37	35
Medicine,	–	–	–	64	62	61	62	60	60	58	62	55	49	50	50	49	51	54	55	50	45	48	47	44	36	38
English Law,	18	45	55	97	71	72	72	40	35	48	49	72	68	64	68	60	36	61	77	75	80	75	83	77	77	50
Jurisprudence and Political Economy,	20	48	60	96	106	95	60	52	51	97	49	61	60	67	83	70	53	73	85	78	88	100	82	71	92	60

* Exclusive of 72 lectures to extra classes.
† Exclusive of a Course of Lectures given by the Senior Scholar.
‡ These Lectures were open to the Public.
§ Owing to an alteration in the Ordinances of the University, no Lectures on Mineralogy and Geology were delivered this Session.
‖ Exclusive of Anatomical Demonstrations.

Queen's University Examinations.*

The following table gives the number of Students of this College who passed the Examinations of their Standing and Faculty, and obtained Degrees, &c., at the October and June commencements 1874–75 :—

	M.A.	B.A.	First Examination.
Faculty of Arts,	4	10	8
	LL.D.	LL.B.	
Faculty of Law,	1	2	
	M.D.	M.Ch.	Diploma in Midwifery.	Second Examination.	First Examination.
Faculty of Medicine,	7	7	4	13	11
	B.E.	First Examination.	
Department of Engineering,	1	1	

Of the Masters in Arts—

1 Obtained Second Class Honor in English, Metaphysics, and Political Economy.
2 Second Class in Classics.
1 Passed.

4

Of the Bachelors in Arts—

1 Obtained First Class Honors in Mathematical Science, and Second Class in English, Metaphysics, and History.
1 „ First Class Honors in Mathematical Science.
1 „ First Class Honors in Modern Languages.
2 „ Second Class Honors in Experimental Science.
1 Classed in the Upper Pass Division, and
3 Were Unclassed.

9

Of those who passed the First University Examination in Arts—

1 Obtained First Class Honors, and was awarded the Peel Exhibition of £20 a-year for three years.
2 Were Classed in the Upper Pass Division, and
5 „ Unclassed.

Of those admitted to the Degree of LL.B—

1 Obtained Honors of the First Class.
1 „ Honors of the Second Class.

Of the Doctors in Medicine—

1 Obtained First Class Honors.
1 „ Second Class Honors, and
5 Were Unclassed.

Of those who passed the Second University Examination in Medicine—

2 Were Classed in the Upper Pass Division, and
11 „ Unclassed.

Of those who passed the First University Examination in Medicine—

11 Were Unclassed.

In the Engineering Department—

1 Obtained First Class Honors at the First University Examination, and
1 „ Second Class Honors with the Degree of B.E.

* At the University the Students of the Queen's Colleges are examined conjointly for Degrees and Honors.

Public Competitive Examinations and Civil Service Appointments.

Exclusive of a number of minor distinctions, the following instances of the success of the Students during the current Session may be noticed :—

Mr. John Moran, M.A., and Mr. Michael Mullally, M.A., were appointed Inspectors of National Schools; both gentlemen having obtained first place at their respective examinations.

Mr. Peter J. Freyer, B.A., M.D., was appointed Medical Officer in the India Service, having obtained the highest marks of all the Candidates for the Indian Army, the Home Service, and the Navy.

Mr. Charles Macaulay, M.D., obtained first place among those appointed to the Naval Medical Service.

Mr. Peter P. O'Connor, M.D., and Mr. Joseph Parker, M.D., having been successful at the competitive examinations, were also appointed to the India Medical Service.

Mr. George G. H. Evatt, M.D., was appointed by competition to the Army Medical Service.

Of the many men who have achieved for themselves useful and honourable careers in the various departments of the public service, I will on the present occasion mention but one, Mr. Anthony P. MacDonnell, M.A., to whom the following reference is made in a minute by the Hon. Sir Richard Temple, Lieutenant-Governor of Bengal, bearing date the 31st October, 1874:—

"Among the sub-divisional officers Mr. A. P. MacDonnell (Durbhunga), and Mr. C. F. Magrath (Mudhoobunnee), stand foremost. The charges they held at this time were virtually equal to Collectorates—one of these two officers having one million, the other three-quarters of a million of persons in his jurisdiction, respectively, and both having for a time to arrange for the support of more than half the people. On no two executive officers in all the distressed districts did a severer stress of hard work fall. They had to bear the brunt of the trouble in the worst parts of the whole country. They exercised foresight regarding the approach of famine, and vigilance regarding its manifestations. They confronted with steadiness the troubles by which they were beset, and found remedies for every emergency as it arose."

I refer to these cases because they are palpable and have attracted public notice; but I am not the less anxious to impress that, in the various circles of private enterprise, the success of our Students has not been less satisfactory.

Conduct and Discipline of Students.

I have much pleasure in reporting that the conduct of the Students has fully sustained the high character given of them on former occasions. No breach of discipline nor any act of insubordination occurred during the Session. On this part of my subject I refer with satisfaction to the Reports of the Deans of Residences (Appendix A).

Receipts and Expenditure of the College.

In Appendix C will be found a statement of the Receipts and Expenditure of the Parliamentary Grant, and of the Fees and Fines of the College for the year ending March, 1875.

The action of your Majesty's Government in restoring to the College the grant which will enable it to maintain the several departments in the order and efficiency they now exhibit, calls for the grateful acknowledgments of the collegiate body, and of the friends of education in general.

Salaries and Pensions of Professors and Officers.

That the salaries of the Professors and Officers, which were originally fixed on a very low scale, are now altogether inadequate, is not questioned by anyone. We had entertained strong hopes that your Majesty's Government would have introduced a measure on the subject in the last Session of Parliament. I would respectfully press on the Government the urgent necessity which exists for satisfying their claims, both in justice to the Professors and in the interest of the higher education in Ireland.

It is manifestly of the utmost importance for the College that the greatest possible efficiency should be secured in all its staff; and, having a view to this, a prominent place must be given to the advisability of admitting all the Professors to the benefits of the provision made for Retiring Allowances. The present exclusion of those engaged in the exercise of professions not only tends to discourage able men from joining institutions placed in districts where practice is not abundant, and where, small as it is, it disentitles Professors to pensions, but also must necessarily operate to induce delicate and aged men to continue to hold their appointments when it would be for the advantage of the College and the interests of education that they should give place to more vigorous successors. Moreover, that the rule which withholds Retiring Allowances from Professors practising their professions is a great hardship, will be manifest, not only when it is recollected that in the Scotch Universities Retiring Allowances are given to all Professors without exception, but when it is considered that the efficiency of the Professor depends in great measure on that practical experience, the acquisition of which is so greatly discouraged by the present regulation.

Standard of Matriculation Examinations.

The Report of the Visitors appointed by the General Council of Medical Education and Registration of the United Kingdom having reflected in strong terms on the Matriculation Examination in the Queen's Colleges—particularly on that held in this College—I beg to refer to a document drawn up by the Professors who conduct the Examination here.

"To the President and Members of the General Council of Medical Education and Registration of the United Kingdom, 315, Oxford-street, London, W.

"Gentlemen,

"We, the undersigned, Members of the Matriculation Examination Board of Queen's College, Galway, having had recently brought under our notice certain passages regarding us, individually or conjointly, as

contained in a Report put recently forward, more or less publicly, by your Visitors,

"Beg respectfully to address your Board in the following words of explanation and protest:—

"Your Visitors in their report speak in specific terms of the Matriculation Examinations as carried on in the three Queen's Colleges, of Belfast, Cork, and Galway. Those of Belfast are spoken of as in the main satisfactory, those of Cork as deficient in Mathematics, those of Galway as deficient in Classics.

"An estimate so specific and differential would to casual readers suggest the inference that the Visitors had carried on a thorough, careful, and exhaustive investigation into the mode of conducting the examinations in all the three Colleges.

"Whatever may have been done by your Visitors elsewhere, we, the undersigned, can safely affirm that no investigation, direct or indirect, was made by your Visitors, either in the way of interrogating us, as Examiners, or of personally observing our method of examination.

"Your Visitors give lists of the classical subjects as put forward for Matriculation Examination by the three Colleges; and, after measuring the lengths of the lists, infer, by a singular method of quantitative induction, that Belfast is better than Cork, as having a longer list; and that Cork on similar—or, rather, on only apparently similar—grounds, is better than Galway.

"The Visitors appear to forget that they are dealing with an examination that is meant simply as a test of education and mental habit, and not with a competitive examination wherein the various attainments of many candidates would have to be differentiated and tabulated.

"The Visitors state that candidates for the Medical Classes are allowed to pass in Elementary Mathematics, although they may be in such a department unable to follow the physical studies soon to devolve on them.

"The Examiner of the candidates for Medical Classes in this department gives to this statement his emphatic, explicit, and unqualified denial.

"The other Examiners bear him out in this denial, and assert that a rejection in this department is, to their belief, always given for thorough deficiency, and is, to their knowledge, so far as they are concerned, in all cases final and without appeal.

"They further assert that a rejection in English is also final, and without appeal.

"A rejection in Latin may, in very rare cases, be tided over by extremely good answering in Mathematics and English; and the undersigned Examiner in Latin can testify from experience that the standard of admittance in this department is as high as in Trinity College, Dublin.

"A rejection in Greek is more frequently condoned, but only condoned in the case of extra good answering in at least one of the other subjects.

"It may as well be added that the Matriculation Examination as conducted in our College is not a short matter, but an examination that occupies from four to six hours, as the Oral Examinations in Greek and Latin take place while the candidates are answering set papers in English, Arithmetic, Geometry, and Algebra.

"The Visitors state that candidates are by us allowed to pass without, in some cases, their being qualified to write or understand prescriptions written in Latin.

"The Professors of Greek and Latin, as undersigned, believe that a similar disqualification might be predicated of the great majority of

Classical Professors throughout the empire; and that without any doubt it might be predicated of themselves.

"It may as well be stated that efforts are made by the Queen's Colleges to stimulate classical and mathematical proficiency in candidates for medicine, by the offer of Scholarships and Exhibitions, to be tried for in the same subjects and papers as the Scholarships and Exhibitions offered to Arts Students; and that successful competitors on the Medical side have occasionally headed the entire list of combined Medical and Arts competitors in both departments, Literary and Scientific.

"The undersigned therefore beg to repeat with emphasis that your Visitors have made specific, particular, and differential averments on insufficient grounds, or on no grounds at all; and to add that, in using the term 'farce' or 'mere farce' to the proceedings of two Colleges, your Visitors could only have been justified, if, after exhaustive investigation, they had found matters therein incurably bad; although, even under such circumstances, the terms might have been softened, upon grounds of ordinary courtesy; but, that the use of such terms in regard to Colleges that they never visited, and to Examiners whom they never interrogated, and never even saw, was an unwarrantable outrage upon professional decorum and a flagrant misuse of their delegated authority.

"In conclusion, the undersigned beg to state that they are prepared at any future time to carry on their examinations in the presence of any Visitors delegated by your Honourable Board, and the undersigned have no doubt that any such Visitors delegated by your Board, if duly acquainted with the unsatisfactory condition of intermediate education in Ireland, will give the undersigned credit for making their standard of entrance not a 'mere farce,' but a standard very high indeed, and very creditable to their College, when due regard is paid to the many and grave difficulties over which the undersigned and the Institution to which they belong have no control at all.

"We have the honour to be, Gentlemen, your very obedient servants,

"D'Arcy Wentworth Thompson, M.A., Cantab.,
"Professor of Greek.

"Thomas Maguire, LL.D., Dublin,
"Professor of Latin.

"George Johnston Allman, LL.D., Dublin,
"Professor of Mathematics.

"Arthur H. Curtis, LL.D., Dublin,
"Professor of Natural Philosophy.

"Thomas W. Moffett, LL.D., Dublin,
"Professor of History, English Literature, &c.

"Queen's College, Galway,
"December 15th, 1875."

In Appendix D. will be found the General Regulations of the College, Lists of Officers, Courses for Matriculation and Scholarships, &c.; and in Appendix E selections from the Scholarship and Sessional Examination Papers.

Testified on behalf of the College by your Majesty's most dutiful servant,

Edward Berwick, *President.*

APPENDIX.

APPENDIX A.

Appendix A.

Reports of the Deans of Residences.

Reports of the Deans of Residences for the Session 1874–75.

St. Nicholas, Galway, December 30, 1875.

My Dear Sir,—I am happy in reporting that, during the past year, the moral conduct of the Church of Ireland students of the College has been good. I have had ample opportunity of observation, and of hearing of them, in their residences and leisure hours; and I know that their conduct has been creditable to the College and themselves. As a body, the Students in general are respected, and stand well in public estimation here.

They attend public worship, on the whole, well—and more than well, when regard is had to all the circumstances and surroundings of their position.

I have to express, with much gratitude, my obligations to Dr. Moffett, and as many of the Professors as I have had occasion to consult or call to my aid; and chiefly, sir, to yourself, for ready and painstaking help in the discharge of my duties.

Your faithful servant,

J. O'Sullivan, M.A.,

Rector of Galway, Dean of Residences.

The President, Queen's College, Galway.

Galway, 29th December, 1875.

Dear Sir,—During the Session of 1874–75 I had but three students under my care. This Session I have five. Last Session I did not form the students into a class for religious instruction, but contented myself with visiting them at their lodgings, and looking after their general conduct. I also saw that they attended public worship regularly. I have to report very favourably of them. They are excellent young men; and will, I trust, occupy respectable positions in life.

Believe me to be, Sir, most truly yours,

J. Kydd,

Independent Church.

To E. Berwick, Esq., A.B.,
President of Queen's College.

My Dear Mr. President,—During the Session 1874–75 I had some thirty-seven Presbyterian students under my care. I am glad to be able to report most favourably with regard to them. My intercourse with them was very close during the entire Session, and I can testify that both in private and in public their bearing was that of Christian gentlemen.

My class, which met weekly in one of the College rooms, was very well

Appendix A. Reports of the Deans of Residences.

attended throughout. I feel constrained to add, however, that the attendance would have been larger had I been able to secure an hour that would not have conflicted with the compulsory attendance of some of my students in other classes, and on some other day of the week than Saturday. I venture to express the hope that in some future rearrangement of the College time-plan a fitting place and hour may be assigned in the curriculum to the Deans' classes.

During the Session I visited regularly the men under my care in their rooms. In three instances the accommodation was very bad. There is a great want of respectable lodging-houses in Galway, and the rents demanded, sometimes for very inferior rooms, are excessive.

JOHN C. MOORE, B.A.,
Dean of Residences, Queen's College, Galway.

To Edward Berwick, Esq., B.A.,
President.

Galway, December 27, 1875.

DEAR SIR,—I have to report that I have had four students under my care, as Wesleyan Dean of Residences, during the Session 1874–75. They have been regular in their attendance at the public services in my church, and I have frequently met them in my house for religious instruction. I have reason to believe that their conduct, in all respects, has been satisfactory.

I have the honour to be, dear Sir, your obedient servant,

COLIN M'KAY,
Dean of Residences.

To the President of the
Queen's College, Galway.

Appendix B. Reports of Professors.

APPENDIX B.

REPORTS OF PROFESSORS FOR THE SESSION 1874–75.

FACULTY OF ARTS.

GREEK.

Professors since the opening of the College:—

1849. *W. E. HEARNE, LL.D.
1854. †W. NESBITT, M.A.
1864. D'ARCY W. THOMPSON, M.A.

The course of last Session extended through three terms.

The classes were four in number:—1. Honor Class, third year; 2. Honor Class, second year; 3. Honor Class, first year; 4. Pass Class, first year.

The subjects read with the third year were:—Herodotus, Book II.; Thucydides, Book III.; the Protagoras of Plato; Iliad, Books VI.–X., inclusive; Odyssey, Books VI.–X., inclusive.

The subjects read with the Honor Class of the second year were:—Herodotus, Book III.; The Philippics of Demosthenes; Iphigenia in Aulide of Euripides; Odyssey, Books XIX. to XXIV., inclusive.

* Warden and Dean of the Faculty of Law, University of Melbourne.
† Professor of Latin in Queen's College, Belfast.

The subjects read with the Honor Class of the first year were :— Prometheus Vinctus of Æschylus ; Antigone of Sophocles ; Bacchæ of Euripides ; Thucydides, Book III. ; Iliad, Books XVI., XVIII., XXI.

The books read with the Pass Class of the first year were :—Memorabilia of Xenophon, Book II. ; Alcestis of Euripides.

Three lectures weekly, on alternate days, are given to each class. At each lecture, in addition to the preparation of some set portion of an author, a written exercise is required from each student. The method of teaching is partly tutorial, partly professorial ; the former method prevailing.

The total number of students attending my classes was 23. They were all matriculated.

The total number of lectures given to all the classes was 230. The average attendance of all the classes was close upon 84 per cent. The average attendance on the part of the Honor Class, second year, was over 93 per cent., indicating a regularity of attendance in my experience unprecedented.

The general conduct of the students in class-room was satisfactory in the highest degree.

D'Arcy Wentworth Thompson, M.A.,
Professor of Greek.

Queen's College, Galway, December 23, 1875.

Latin.

Professors since the opening of the College :—

1849. *William Nesbitt, M.A.
1854. Richard B. Bagley, M.A.
1869. Thomas Maguire, LL.D.

In Latin 259 lectures have been delivered. Latin is taught according to the general principles ascertainable from the best German texts, with special reference to the peculiarities of each author. Any appeal to other authorities is studiously discouraged. The standard of entrance is in this department at least as high as in Trinity College, Dublin. The attendance is always far beyond the required average.

Thomas Maguire, LL.D.,
Professor of Latin.

Mathematics.

Professors since the opening of the College :—

1849. †John Mulcahy, LL.D.
1853. George Johnston Allman, LL.D.

According to the regulations of the Queen's University all students in the Faculty of Arts are required to attend a course of Mathematics during the first session ; in the second session, Mathematics (second course) forms one of four courses out of which students are required to select two ; third year's students may substitute an attendance on an Honor Course of Mathematics for one of the courses set down for study in third session.

All students in the department of Engineering are required to attend the courses of Mathematics during the first and second sessions.

On entering, students are required to pass an examination in Arithmetic, Algebra, as far as Simple Equations, and in the First and Second Books of the Elements of Euclid.

* Professor of Latin in Queen's College, Belfast.
† Author of Principles of Modern Geometry, Dublin, 1852.

Appendix B.
Reports of Professors.

The course for Science Scholarship of the first year includes the first Six Books of Euclid, Algebra, as far as the Binomial Theorem, and Plane Trigonometry, as far as the Solution of Triangles. The candidates for these scholarships are generally well prepared in this course.*

For this reason two courses of Mathematics are provided for students of the first year, the higher course being attended also by the Pass Students of the second year, and the Professor gives four courses of lectures extending over three terms.

In the session 1874–5, the subjects of lecture, the number of lectures delivered, and the number of students attending the lectures in each of these four courses were as follows :—

I. Subjects of lecture :—

Theory of Arithmetic ; Elements of Algebra ; Plane Trigonometry, as far as the Solution of Triangles.

Number of lectures, . . . 59
Number of students, . . . 20 (of first year.)

II. Subjects of lecture :—

Elements of Solid Geometry, including the measure of prisms, pyramids, and the three *round bodies* ; Plane and Spherical Trigonometry ; Nature and Simple Transformations of Algebraical Equations, Solution of Cubic and Biquadratic Equations ; Analytic Geometry, Discussion of the Equations of the Straight Line and Circle.

Number of lectures, . 42
Number of students, . 13 (11 of first year, and 2 of second year).

III. Subjects of lecture :—

Analytic Geometry, including the Discussion of the Equation of the second degree, and the properties of Conic Sections ; Differential and Integral Calculus.

Number of lectures, ... 59
Number of students, . . . 10 (of second year.)

IV. Subjects of lecture :—

Analytic Geometry, of three dimensions ; Differential Equations.

Number of lectures, . . . 40
Number of students, . . . 1 (of third year.)

Total number of lectures delivered, . . . 200
Total number of students in attendance, . . 33

GEORGE J. ALLMAN.

NATURAL PHILOSOPHY.

Professors since the opening of the College :—

1849. †MORGAN W. CROFTON, B.A., F.R.S.
1852. ‡GEORGE J. STONEY, M.A., F.R.S.
1857. ARTHUR H. CURTIS, LL.D.

Queen's College, Galway, December 11, 1875.

SIR,—During the Session 1874–5, I delivered six courses of lectures :—

1. An honor course in Mixed Mathematics to third year's students in Arts and Engineering.
2. An honor course in Mixed Mathematics to second year's students in Arts and Engineering.

* The examination papers are given in Appendix E. The candidate to whom was awarded the first Scholarship in the Department of Engineering obtained full marks for each of the questions on the second paper. His total marks were 84 per cent. The marks of the candidate who obtained the Scholarship in the Faculty of Medicine, were 74 per cent. : and the marks of those who obtained the first and last (6th) Scholarships in the Faculty of Arts were 71 and 46 per cent. respectively.

† Professor of Mathematics and Mechanics, Royal Military Academy, Woolwich.

‡ Secretary of the Queen's University.

3. A pass course in Mixed Mathematics to second year's students in Arts and Engineering.
4. A course in Applied Natural Philosophy to third year's students in Engineering.
5. An honor course in Experimental Physics.
6. A pass course in Experimental Physics.

The total number of students in attendance was 71, and the number of lectures delivered 259. I found the students, one and all, regular and attentive. I had not to complain during the session of the slightest breach of discipline. I may add that, as on former occasions, I assisted the Professor of Mathematics at the Matriculation Examination, by examining the candidates for admission to the medical school, and that I was greatly pleased to find, that with scarcely an exception, they were excellently prepared in Arithmetic, Algebra, and Euclid, so that I was not surprised at one of them shortly afterwards obtaining the First Peel Prize in Geometry in competition with *all* first year's students.

I remain, sir, your obedient servant,

ARTHUR HILL CURTIS.

To the President, Queen's College, Galway.

HISTORY, ENGLISH LITERATURE, and MENTAL SCIENCE.

Professors of History and English Literature since the opening of the College :—

1849. EDWARD BERWICK, B.A.
1850. VERY REV. J. P. O'TOOLE.
1852. JOSEPH O'LEARY, B.A.
1864. T. W. MOFFETT, LL.D.

LOGIC and METAPHYSICS.

1849. T. W. MOFFETT, LL.D.

By the Charter of 1863, the Chair of History and English Literature was combined with that of Mental Science.

I. THE ENGLISH LANGUAGE CLASS.

This Class is attended by Students in Arts of the First Year. The prescribed Lectures were delivered in the Second Term of the Session; additional (voluntary) Lectures being given in the Third Term.

During the Session 1874–5, the Students went through the following course of reading :—Johnson's Vanity of Human Wishes; Gray's Elegy and Bard; Goldsmith's Traveller and Deserted Village; Coleridge's Ancient Mariner; and Macaulay's Essays on Clive and Hastings.

The Grammatical, Literary, and Biographical details were discussed by means of *vivâ voce* questions and answers.

In the course of Lectures a view was given of the main facts in the history and growth of the English Language; attention was also paid to Composition.

Number of Students in Class, . . .	15
Number of Lectures, ...	35

II. THE LOGIC CLASS.

This Class is attended by Students in Arts of the Second Year. The prescribed Lectures were delivered in the Second Term of the Session; additional Lectures being given in the Third Term.

Fowler's Deductive Logic, with the relative parts of Jevons' Lessons on Logic, will indicate the nature and limits of the course. Constant references were made to the treatises of Aldrich, Spalding, Thomson, &c.

Appendix B.

Reports of Professors.

III. The Higher Logic Class.

This Class is attended by those Students in Arts of the Third Year who desire to prosecute more fully Logical studies—especially those who intend to offer Logic as one of their courses at the Degree Examination.

The course of Lectures included a discussion of the New Analytic, the Logic of Induction and its Subsidiary Operations, &c. The Logical works of Hamilton, Mill, and Bain, were largely used.

Number of Students in the Logic Classes,	18
Number of Lectures,	79

IV. English Language and Literature.*

In this department (as in those of Higher Logic, History, and Metaphysics) the Class is attended by Students of the Third Year, and the Lectures are delivered in the First and Second Terms; a voluntary course being added in the Third Term.

During the Session 1874–5, in addition to Lectures, more or less formal, on the successive movements of our Literature, and on the lives and writings of the more eminent or representative Poets and Prose-writers of each period, the Class went through the following course of critical reading:—Chaucer's Prologue to the Canterbury Tales; Shakspere's Hamlet and Julius Cæsar; Milton's Paradise Lost, Books I. and II.; Dryden's Absalom and Achitophel; Johnson's Lives of Milton and Dryden; Burke's Thoughts on the Cause of the Present Discontents, and two Speeches on America.

Number of Students,	9
Number of Lectures,	57

V. History.*

The course included the history of Great Britain and Ireland from the accession of the House of Stuart to 1830, and of France for the same period.

A summary view was given of the nature, uses, and general divisions of History and the method of studying it; of public events and transactions, and the general progress of society; while special attention was bestowed on Constitutional and Legal History.

Constant references were made to the Histories of Hume, Lingard, Macaulay, Hallam, Dyer, Creasy, Erskine May, Green, and to other works, which are accessible in the Library.

Number of Students,	8
Number of Lectures,	57

VI. Metaphysics.*

The course included discussions on the principles of Psychological and Metaphysical science, with a critical review of the principal Philosophical systems from Descartes to the present time. Sir William Hamilton's Lectures, and Notes and Dissertations on Reid, and Ueberweg's History of Philosophy were largely used; constant references being made to other standard works.

Number of Students,	5
Number of Lectures,	55

The Professor cannot but commend the industry and attention of the Students generally; he very seldom found it necessary to urge them to

* In the Third Session Students are allowed, under special conditions (see University Calendar), to substitute certain other courses of Lectures for those in English Language and Literature, History, and Metaphysics.

greater exertions. At the Examinations at the close of the Session, the answering of not a few was excellent, while he had not occasion to censure the preparation of any. Still more important, he thinks, than any special acquisition of knowledge was the habit of diligent and conscientious study which he can testify many of the Students exemplified.

Appendix B.
Reports of Professors.

T. W. MOFFETT, LL.D.

CHEMISTRY.

Professors since the opening of the College :—

1849. EDMUND RONALDS, PH.D.
1856. THOMAS H. ROWNEY, PH.D.

During the session 1874–5, 44 students attended the class of Chemistry, and 62 lectures were delivered. Extra lectures on Organic Chemistry were delivered on Saturdays from the commencement of the second term to the end of the medical session.

In the class for Practical Chemistry, 23 students attended. As there is not sufficient accommodation in the laboratory for so many students, they were divided into two classes, and 50 lectures were given.

THOMAS H. ROWNEY.

To the President, Queen's College, Galway,
December 20, 1875.

NATURAL HISTORY.

1849. A. G. MELVILLE, M.D.

Rahoon, 30th December, 1875.

MR. PRESIDENT—I beg to state that during the session 1874–5, 40 students in Medicine and 3 students in Arts attended the course of Natural History ; 104 lectures were delivered, and the conduct of the students was in every respect satisfactory.

This year the class is larger, and the action of the Government in restoring the former endowments will doubtless give confidence in the stability of the College, and tend to maintain the increase in the number of the students; although from the poverty of the province, and the absence of all manufacturing industries in the immediate neighbourhood, such increase must only be expected to be very gradual.

The museum contains a fair collection of specimens in good condition, and in a short time it will be quite adequate to the real wants of the students. Already, I have been enabled to order a considerable number of valuable skeletons.

It is open to the public every lawful day, and is a source of great interest to the inhabitants and the numerous summer visitants, who thus enjoy a privilege in this remote locality, which did not exist until very recently in the ancient university cities.

I am, your obedient servant,

A. G. MELVILLE.

To the President, Queen's College, Galway.

MINERALOGY and GEOLOGY.

1849. WILLIAM KING, D.SC.

Fifty-six lectures were delivered. The course consisted of three sections. The first—Physical Geology, with especial reference to existing phenomena in Physical Geography ; the second—Mineralogy, Rocks,

Appendix B. Reports of Professors.

and Stratification, and the bearing of these subjects on Engineering; the third—Palæontology, with illustrations in Natural History.

The class consisted of five students—one belonging to Arts of the third year, two to Engineering of the third year: one was a non-matriculated student. All were diligent in their attendance at the lectures. The Arts student obtained a second-class prize.

I was not able to have more than one field excursion.

WILLIAM KING.

MODERN LANGUAGES.

Professors since the opening of the College:—

1849. AUGUSTUS BENSBACH, M.D.
1868. CHARLES GEISLER, PH.D.

A.—Owing to the absence in Ireland of a good previous intermediate education, which might provide a young man with a rudimentary knowledge of some modern language, and in consequence of no encouragement being held out at the first year's Scholarship Examination to those who, perhaps, would otherwise feel inclined to acquire that knowledge before entering College, students, with very rare exceptions, only take up either French or German, especially as they would not be credited at the second year's Scholarship Examination for a knowledge of both.

B.—The first term of the first session is exclusively devoted to the grammar of the languages. Otto's French and German Conversational grammars are used. The outlines and essential features of the languages are so far dwelt upon, that with the help of exercises made at home, such a progress is achieved as to be able at the commencement of the second term to enter upon a critical reading of easy prose extracts from classical writers. Towards the end of the second and during the third term some tragedy or comedy is translated and analysed, both with regard to literary merits and to idiomatical peculiarities. Thus three acts of "Mary Stuart," by Schiller, and "Le Verre d'Eau," by Scribe, were read. Occasionally also the most striking etymologies, phonetical changes, and the historic variations of meaning are pointed out.

C.—During the second session a special course of lectures is devoted to Syntax, and constantly translations are made from easy modern English historians, especially with a view to becoming conversant with idiomatical phraseology and the niceties of Syntax. The text-books read during the past session were: "William Tell," by Schiller; the two first acts of "Tasso," by Goethe; minor poems of Schiller, Goethe, Uhland, Rückert, Heine, &c., in the Thesaurus of German Poetry, by Graeser; "L'Honneur et l'Argent," by Ponsard, "Morceaux choisis," by Pellissier. Also occasional lectures on Literature were given.

D.—During the third session, owing to the vast amount of work to be gone through, four additional weekly lectures had to be given. The course embraced: History of Literature; text-books, Weber's "Abriss," and Géruzez' "Abrégé de l'Histoire de la Littérature française," Brachet's "Grammaire historique de la Langue française," and portions of "La Chanson de Roland" in old French. Free essays on a given subject were handed in every fortnight, even during the summer vacations. "Iphigenie auf Tauris," "Hermann und Dorothea," and portions of "Faust," by Goethe; "Phèdre," by Racine, and "Le Tartuffe," by Molière, were read.

E.—The Lectures of the third session extend over a rather wide range of subjects which might with advantage be considerably limited,

if the Regulations of the University Calendar allowed it. However, I contemplate bringing this matter under the notice of the Senate, and shall have then an opportunity to state my views and wishes on the subject.

F.—There was no Italian class formed during the past session.

CHARLES GEISLER.

LECTURES ON SANSCRIT LANGUAGE.

The Professor of Modern Languages is also, by permission of the Council of the College, entitled to deliver lectures on the Sanscrit Language. There was, however, no class formed during the past session.

CHARLES GEISLER.

To the President of Queen's College, Galway.

ENGLISH LAW.

Professors since the opening of the College :—

1849. *HUGH LAW, B.A., Q.C.
1858. W. B. CAMPION, B.A., Q.C.

The education in this department, commencing with instruction in the principles of English law, and the best modern text-books on the subject, is in its more advanced courses, specially adapted for candidates for the bar, and the profession of solicitor. The lectures, each year, terminate in a sessional examination, which all law students are required to pass, and which furnishes a fair criterion of progress.

The highest honours in London and Dublin have, on several occasions, been obtained by law students of this College, and the general progress in legal attainments has been most satisfactory.

W. B. CAMPION.

ANATOMY and PHYSIOLOGY.

Professors since the opening of the College :—

1849. †CHARLES CROKER-KING, M.D., M.R.I.A.
1863. JOHN CLELAND, M.D., F.R.S.

The relations of the numbers attending the Class of Practical Anatomy and the Class of Anatomy and Physiology this Session to the numbers in the four previous Sessions will be seen from the following table :—

	1870–1.	1871–2.	1872–3.	1873–4.	1874–5.
Practical Anatomy, .	50	69	40	64	70
Anatomy and Physiology,	28	34	32	41	36

The numbers rose in 1871–2 to a greater height than they had ever before reached ; and, although they fell seriously in the following year, namely, that in which it was proposed to shut the College, yet that the rise was not an accidental one, is proved by the numbers in the two succeeding Sessions, and will, I am happy to say, appear still more distinctly when the time shall come to report the increase of numbers in the current Session. The number attending Practical Anatomy is particularly satisfactory, as it is obvious that every dissector is a *bonâ fide* student of medicine.

Ninety lectures were given in each class, namely, five lectures in the week. In the class of Physiology, the lectures are all given by the Professor. In the Class of Practical Anatomy, the Professor lectures twice a week, while the other three lectures each week are delivered by the Demonstrator, Dr. Michael Walsh, a graduate of the Queen's Uni-

* P.C., M.P. co. Londonderry; sometime Attorney-General for Ireland.
† Medical Commissioner, Local Government Board,

Appendix B. Reports of Professors.

versity, and, like his three immediate predecessors in office, a former pupil of this College.

The Dissecting Room is open for study from nine o'clock till four, except on Saturdays, and during the Christmas recess, when it is closed at one.

The Lectures on Practical Anatomy are delivered on a plan partly based on the systematic and partly on the topographical method, and treat of the structure of the body, so far as it can be studied with the aid of osteological preparations and recent dissections.

In the Class of Anatomy and Physiology, the course comprises Human Physiology, Histology, Embryology, and the structure of the more complex organs, and microscopic demonstrations are given every Friday.

The Museum, under the charge of the Professor of Anatomy and Physiology, includes a valuable series illustrative of structure in man and the lower animals, and also a large number of Pathological preparations, many of which are of extreme interest. Additions are yearly made to the collection.

It is greatly to be desired that the various medical museums should be united in one suite of apartments, suitable for their exhibition, and within easy access of all the medical class-rooms, and that a porter capable of taking charge of such a museum should be set apart for the sole purpose of attending therein, preserving preparations, and waiting on the medical professors. Until arrangements for this can be made, the medical school suffers under the disadvantage that its students cannot fully profit by the collections made for their behoof.

JOHN CLELAND.

PRACTICE of MEDICINE.

1849. NICHOLAS COLAHAN, M.D.

It affords me great pleasure to state that throughout the Session the conduct of the students was most excellent. The Progressive Examinations during the Session enabled me to judge of the application of each student, and I found it most satisfactory. One of the class, Mr. Lynham, has since obtained the University Gold Medal, and two or three have graduated. It also gratifies me to bear witness to the advancing state of our Institution, which I attribute to the ever-watchful care of the President, and the able and zealous attention of the Professors.

N. COLAHAN, M.D.

THEORY and PRACTICE of SURGERY.

1849. JAMES V. BROWNE, M.D.

Three Lectures are delivered weekly, which are continued during the Medical Session, comprising the whole subject of Theory and Practice of Surgery, in addition to which are delivered clinical Lectures on Surgery, and operations performed. The Professor has great reason to be pleased with the Class whose demeanour and attention are most excellent.

J. V. BROWNE, M.D.

MATERIA MEDICA.

Professors since the opening of the College :—

1849. SIMON M'COY, F.R.C.S.I.

1873. J. P. PYE, M.D., M.CH.

Lectures on Materia Medica were delivered during the Session 1874-5. on three days in each week for six months.

The course included an account of the Physiological and Therapeutic action of the most important substances contained in the British Pharmacopœia, and of their physical properties. The chemical facts referred to were shown experimentally.

The attendance of students at lecture was regular, and their general conduct very satisfactory.

I have, on several occasions, represented the need of a Museum of Materia Medica. I am aware that the space set apart for Medical Museums in the College is very limited; but I trust that, in providing sufficient accommodation for a general Medical Museum, space may be reserved for the exhibition of Materia Medica specimens.

J. P. Pye.

Medical Jurisprudence.

Lectures on Medical Jurisprudence were delivered on three days in each week for three months during the Session 1874–5.

The course included the usual subjects of Criminal Legislation on which medical advice is sought.

In the Department of Toxicology, experiments and analyses were made, in order to demonstrate the methods of detecting poisons in various states and combinations.

No laboratory is attached to this department. I consider that Toxicology cannot be taught properly unless laboratory accommodation is provided sufficient to render it possible for each student to make the analysis of poisons for himself, under the superintendence of the lecturer.

J. P. Pye,
Lecturer on Medical Jurisprudence.

Midwifery.

1849. Richard Doherty, M.D.

Red Castle, Derry, 17th December, 1875.

My dear Sir,

My class in the Session 1874–75 consisted of twelve pupils who were most studious and attentive. In fact, I never had a better set of students, and I gave the usual Course of Lectures on Midwifery and the Diseases of Women and Children.

I am yours faithfully,
Richard Doherty.

E. Berwick, Esq.,
President, Queen's College, Galway.

Civil Engineering.

Professors since the opening of the College :—

1849. W. B. Blood, B.A.
1860. Edward Townsend, M.A., C.E.

The Engineering School consists of three classes, and the course of instruction extends over a period of three years.

The year, or Session, consists of three terms, and each class receives six lectures per week during each term, three of which are given to office work.

The Drawing School is open from ten to five every day in the week, so that ample opportunity is afforded to students for the work executed in that department.

Appendix B. Reports of Professors.

Students of the second and third years are taken out for Field Operations, such as the Making of Sections, and Surveys, the Measurements of Heights, the laying out of Railway Curves, and other work calculated to familiarize them with the use of the level, theodolite, and sextant.

The number of lectures given in the above Session was 201.

Of these 50 were given to students of the first year, 51 to students of the second, 51 to students of the third, and 49 to office work. The last Course was attended by the three classes simultaneously.

The conduct of the students was good, and the attendance regular.

The following constitute the principal subjects of study in each year :—

First Year.—Curves, Scales, Descriptive Geometry and Projections, Isometric Drawing, Perspective Drawing, and Shadows.

Second Year.—Construction, Adjustment and Manipulation of Instruments; Surveying, Levelling, Mapping, Mensuration of Earthwork, Railway Curves, Descriptive and Constructive Architecture.

Third Year.—Nature, Property, and Strength of Materials; Stresses in Girders, Roofs, and other structures ; the construction of Iron, Timber, and Stone Bridges ; Roads and Railways, Hydraulics, Supply of Water to, and Drainage of Towns, Pumping Engines, Parallel Motion, Link Motion, and the Locomotive Engine.

In the study of the above Subjects, the following text-books are recommended :—

First Year.—Treatises on Descriptive Geometry, by Hall, Heather, De Fourcy, and Leroy, "The Carpenter's Assistant," and the "Engineer and Machinist's Drawing Book."

Second Year.—Rankine's "Manual of Civil Engineering," Simms on the Adjustments of Instruments, Heather on Instruments, Williams' "Practical Geodesy," Sir John Macneill's Tables, Bidder's Tables, "History of Architecture," by Ferguson, 3 vols., Rickman's "Gothic Architecture," "The Oxford Glossary," Aikin on the Doric Order, Stuart and Revett's "Antiquities of Greece."

Third Year.—Rankine on the Steam Engine, Rankine's "Prime Movers," Zeuner's "Valve Gear," Clarke on the Locomotive, Reid on the Manufacture of Portland Cement, Reid on Limes, Rankine's "Manual of Civil Engineering," Stoney on Strains, Humber on Iron Bridges, Downing's "Hydraulics," Neville's "Hydraulics," Beardmore's "Hydraulic Tables," Latham's "Sanitary Engineering," "History and Manufacture of Iron," by Fairbairn. Papers in the Minutes of the Proceedings of the Institution of Civil Engineers, London and Ireland, and in the Transactions of the Society of Engineers.

EDWARD TOWNSEND, M.A.

APPENDIX C.

Appendix C. ACCOUNT of the RECEIPTS and EXPENDITURE of the ADDITIONAL PARLIAMENTARY GRANT of £1,000, for MAINTENANCE of the COLLEGE, and of the COLLEGE FEES and FINES, for the year ending 31st March, 1875.

1874.	DR. RECEIPTS.	£	s.	d.	£	s.	d.
April 1,	To Balance, ...	331	8	8			
1875.							
March 31,	,, Amount received from Paymaster of Civil Services during the year ending this date,	1,000	0	0			
	Total, ...				1,331	8	8

ACCOUNT of the RECEIPTS and EXPENDITURE—*continued.* *Appendix C.*

CR.	EXPENDITURE.	£ s. d.	£ s. d.
	From 1st April, 1874, to 31st March, 1875.		
1.	Library of Ancient and Modern Literature and Philology—		
	Ancient Classical Languages and Philology,	21 6 3	
	English History and Literature,	62 6 10	
	Foreign Modern Languages,	14 7 9	
	General Library,	34 18 7	
			132 19 5
2.	Libraries, Museums, and Collections of Mathematical, Physical, and Chemical Sciences—		
	Mathematical Library,	32 1 5	
	Physical Library and Museum,	35 0 10	
	Chemical Library and Laboratory,	7 17 6	
			74 19 9
3.	Libraries, Museums, and Collections of Objects of the Department of the Natural Sciences—		
	Library of Natural History and Museum,	50 19 6	
	Library and Museum of Geology,	35 1 3	
			86 0 9
4.	Libraries, Museums, and Collections of Objects of the Department of Engineering and Agriculture—		
	Library of Engineering,	10 11 2	
	Instruments, &c., of Engineering,	23 2 5	
			33 13 7
5.	Museum and Library of Medical Science—		
	Library of Medical Works,	41 14 3	
	Anatomical Museum,	33 2 8	
	Materia Medica and Medical Jurisprudence,	11 2 3	
	Midwifery,	4 2 0	
			90 1 2
6.	Library of Metaphysical, Legal, and Economical Science—		
	Law, Jurisprudence, and Political Economy,	8 1 8	
	Metaphysics,	32 18 6	
			41 0 2
7.	Printing Examination Papers, College Calendar, Stationery, Advertising, Postage, and Office Expenses,		243 11 10
8.	Heating and Lighting,		200 17 10
9.	Botanic Garden and Grounds,		100 9 1
	Total,		1,003 13 7
1875. March 31,	Balance unexpended,		327 15 1
	Total,		1,331 8 8

FEES AND FINES.

1874.	DR.	£ s. d.	£ s. d.
April 1,	To Balance unexpended,		323 18 2
1875. March 31,	„ College Fees from Students, from 1st April, 1874, to date, viz.:—		
	68 at 10*s.*	34 0 0	
	106 at 5*s.*	26 10 0	60 10 0
	Total,		384 8 2

1875.	CR.	£ s. d.	£ s. d.
March 31,	By payments from 1st April, 1874, to date, viz.:—		
	Stipend to Lecturer on Medical Jurisprudence,	25 0 0	
	Treasurer College Athletic Sports (Two Sessions),	16 0 0	
	Cleansing purposes,	4 10 0	
	Requisites for Resident Porter,	6 16 3	
	Water Supply,	11 11 0	
			63 17 3
	„ Balance unexpended,		320 10 11
	Total,		384 8 2

The Accounts of the College up to 31st March, 1875, have been examined and found correct by the Commissioners for Auditing the Public Accounts.

GEORGE J. ALLMAN, LL.D., *Bursar.*

November, 1875.

APPENDIX D.

QUEEN'S COLLEGE, GALWAY.

1876-7.

DAYS AND HOURS OF MATRICULATION AND SCHOLARSHIP EXAMINATIONS. OCTOBER, 1876.

DAYS.	HOURS.	FIRST YEAR.	SECOND YEAR.	THIRD YEAR.
Tuesday, 17th Oct.	10—5		Supplementary Examinations.	Supplementary Examinations.
Wednesday, 18th Oct.	10—5		Supplementary Examinations.	Supplementary Examinations.
Thursday, 19th Oct.	10—1		Lit. Schol.—Latin. Med. / Engin. } Schol.—Chem.	
	2—5		Lit. Schol.—Greek.	
Friday, 20th Oct.	10—1	Matriculation.	Lit. Schol.—English. Eng. Schol.—Geom. Draw., &c.	
	2—5	Matriculation.	Lit. Schol.—English. Eng. Schol.—Geom. Draw., &c.	
Saturday, 21st Oct.	10—1		Lit. Schol.—Latin. Med. Schol.—Nat. Hist.	
	2—5		Lit. Schol.—Greek. Med. Schol.—Nat. Hist.	
Monday, 23rd Oct.	10—1	Lit. / Med. } Schol.—English. Lic. in Arts Ex.	Med. / Lit. } Schol.—Mod. Lang.	Engin. Schol.—Engin.
	2—5	Lit. / Med. } Schol.—Greek.		Engin. Schol.—Engin.
Tuesday, 24th Oct.	10—1	Lit. / Med. } Schol.—Latin.		
	2—5	Lit. / Med. } Schol.—Greek.		
Wednesday, 25th Oct.	10—1	Lit. / Med. } Schol.—Latin.	Med. Schol.—Nat. Phil	Engin. Schol.—Nat. Phil.
	2—5	Science / Med. / Engin. } Schol.—Arithm. Lic. in Arts Ex.	Science / Engin. } Schol.—Math.	Engin. Schol.—Nat. Phil.
Thursday, 26th Oct.	10—1	Science / Med. / Engin. } Schol.—Geom.* Lic. in Arts Ex.	Science / Engin. } Schol.—Math. Med. Schol.—Anat.	Engin. Schol.—Math.
	2—5	Science / Med. / Engin. } Schol.—Alg. & Trig.	Med. Schol.—Anat.	Engin. Schol.—Math.

The Examinations for Senior Scholarships in Arts will commence on Thursday, the 19th October, with the exception of that in the Greek and Latin languages and Ancient History, which will be held at the close of the first Term.

The Examination for the Third and Fourth Year Scholarships in MEDICINE will commence on Thursday, the 26th October.

Arrangements will be made for holding the Examinations for Law Scholarships early in December.

* The University Prizes in Geometry will be decided on this paper, which will be also taken into account in deciding the First Year's Science Scholarships.

QUEEN'S COLLEGE, GALWAY.—Founded December 30, 1845.

This College is a Corporation, founded by Letters Patent under the Great Seal of Ireland, under the name and style of the "President and Professors of Queen's College, Galway."

The general government and administration of the College under the Statutes, and in cases not provided for by the Statutes, is vested in a Council consisting of the President, and six Professors elected by the Corporate Body.

Visitors.

His Grace the Lord Primate.
His Grace the Duke of Leinster.
The Right Honorable the Chief Secretary for Ireland.
The Right Reverend the Lord Bishop of Tuam.
The Most Reverend Archbishop M'Hale.
The Right Honorable Mr. Justice FitzGerald.
The Right Honorable Mr. Justice Morris.
The Moderator of the General Assembly.
The President of the College of Physicians.
The President of the Royal College of Surgeons.

President.

Edward Berwick, B.A.

Council.—1875–76.

The President.
Edward Townsend, M.A.
D'Arcy W. Thompson, M.A.
George J. Allman, LL.D.
James V. Browne, M.D.
John Cleland, M.D., F.R.S.
Thomas Maguire, LL.D.

Professors.

Greek,	D'Arcy W. Thompson, M.A.
Latin,	Thomas Maguire, LL.D.
Mathematics,	George Johnston Allman, LL.D.
Natural Philosophy,	Arthur H. Curtis, LL.D.
History, English Literature, and Mental Science,	Thomas W. Moffett, LL.D.
Chemistry,	Thomas H. Rowney, PH.D.
Natural History,	Alexander G. Melville, M.D. Edin., M.R.C.S. Eng
Mineralogy and Geology,	Wm. King, D. Sc.
Modern Languages,	Charles Geisler, PH.D.
Jurisprud. and Polit. Econ.	William Lupton, M.A.
English Law,	William B. Campion, Q.C.
Anatomy and Physiology,	John Cleland, M.D., F.R.S.
Practice of Medicine,	Nicholas Colahan, M.D.
Practice of Surgery,	James V. Browne, M.D., L.R.C.S.I.
Materia Medica,	Joseph P. Pye, M.D., M.CH.
Midwifery,	Richard Doherty, M.D., Hon. V.P., Obstet. Soc. Dub
Civil Engineering,	Edward Townsend, M.A.
Lecturer on Medical Jurisprudence,	Joseph P. Pye, M.D., M.CH.

Office-Bearers.

Thomas W. Moffett, LL.D.,	Registrar.
George J. Allman, LL.D.,	Bursar.
John H. Richardson, B.A.,	Librarian

Deans of Residence.

Church of Ireland,	Rev. James O'Sullivan, M.A
General Assembly of the Presbyterian Church in Ireland,	Rev. John C. Moore, B.A.
Wesleyan Methodist Church,	Rev. Colin M'Kay.
Independent Church,	Rev. John Kydd.

Appendix D.

Regulations of the College.

The College Session.

The College Session is divided into three Terms.

The First Term of the Session 1875–6 commenced on Tuesday, October 19, and ended on December 18, 1875.

The Second Term will commence on January 3, and end on Saturday, April 8, 1876.

The Third Term will commence on April 24, and end on Saturday, June 10, 1876.

The First Term of the Session 1876–7 will commence on Tuesday, October 17, and end on December 23, 1876.

Students.

Students are either Matriculated or Non-Matriculated.

Matriculated Students are required to pass an Entrance or Matriculation Examination, and to pursue fixed courses of study.

Non-Matriculated are permitted to attend the Lectures of any of the Professors, without being required to pass the Matriculation or any other Examination.*

Matriculation.

Candidates for Degrees or Diplomas in the Queen's University, or for Scholarships, Exhibitions, or Prizes, in Queen's College, Galway, are required to pass a Matriculation Examination.

Students are admitted by examination to Matriculation in the Faculties of Arts, Law, and Medicine, and in the School of Engineering. In each Faculty and School special courses are prescribed for examination.†

The Matriculation Examination is held at the commencement of the first Term of each Session; but additional Matriculation Examinations are held before the close of the Term.

The last Matriculation Examination for Students in the Faculty of Medicine is held on the 16th of November.

Candidates for Matriculation are required to appear in the Registrar's office before the Matriculation Examination, for the purpose of entering their names on the College books.

Each candidate, before being admitted to the Matriculation Examination, is required to pay to the Bursar the Matriculation and College fee of ten shillings. This fee will not be returned to such students as may fail to pass the Examination; but such students may present themselves at any subsequent Examination without any additional payment.

A fee of £2 is chargeable on official certificates signed by the Registrar that candidates have passed the Matriculation Examination; but such certificates are not required for Students attending Lectures in the College, or proceeding to the Queen's University.

Attendance on Lectures.

Attendance upon Lectures is strictly prescribed to all Matriculated Students.

All Students shall pay the College Fee, and a moiety of their Class Fees, to the Bursar, and enter their names with the Registrar, before they are admitted to the classes of the several Professors.

The Registrar shall furnish to the Professors, before the commencement of Lectures in each Term, the rolls of their several classes, and from time to time such names as shall be afterwards entered with him.

* For further particulars of the status and privileges of Non-Matriculated Students, *vide* p. 30.

† *Vide* pp. 33, 40, 45, 50.

No Student shall have his name replaced on the rolls of the Professors at the commencement of the second Term who has not paid the second moiety of his Class Fees.

Attendance on Lectures includes preparation for Lectures; and it is competent for a Professor who, on any occasion, is not satisfied with the preparation of a Student, to refuse him credit for attendance.

Attendance upon Courses of Lectures in the Faculty of Arts is recognised in cases where Students pass to a different Faculty or School.

In case of absence arising from illness or other unavoidable cause, the Student is required to lodge with the Registrar, immediately on recommencing his attendance, a letter or certificate explaining his absence, to be laid before the Council.

Examinations.

A General Sessional Examination is held at the close of each Session in the subjects upon which Lectures have been delivered during the Session. There is also a Supplementary Examination on the same subjects at the commencement of the following Session.

Every Matriculated Student in the Faculties of Arts and Law, and in the School of Engineering, must pass either the General Examination or the Supplementary Examination before his name can be entered on the College Register as having completed the Session; and no Student in these Faculties and Schools can be permitted to enter upon the Course of the succeeding year until he has so completed the previous Session.

No Student is admitted to the Sessional or the Supplementary Examination who has not kept the Courses of Lectures prescribed to Students of this class and standing.*

Scholarships.

Forty-six Junior and eight Senior Scholarships have been founded in the College.

Of the Junior Scholarships†—

Thirty, of the value of £24 each, are appropriated to Students pursuing the Course prescribed for the Degree of B.A.

Three, of the value of £20 each, to Students pursuing the Course for the Diploma of Elementary Law and the Degree of LL.B.

Eight, of the value of £25 each, to Students pursuing the Course for the Degree of M.D.

Five, of the value of £20 each, to Students pursuing the Course for the Diploma of Civil Engineering.

The Examinations for Junior Scholarships are held at the commencement of the First Term of the Session.

No Student is allowed to become a Candidate for a Junior Scholarship until he has paid the College Fee and one-half of the Class Fees for the current Session.

No Student is permitted to present himself as a Candidate for a Senior Scholarship who has not entered his name with the Registrar, and paid the College Fee to the Bursar.

All Senior Scholars in Arts are required to be in attendance in the College during their period of office.

Junior Scholars are exempted from the payment of one moiety of the Class Fees for the courses prescribed to Students of their faculty and standing.‡

No Student can hold the same Scholarship a second time.

No Scholarship will in any case be awarded, unless the Candidates are, in the opinion of the Examiners, sufficiently qualified in the prescribed courses.

* For University Examinations, see the "University Regulations."

† For the distribution of these Scholarships, the subjects of Examination, and the conditions upon which they are held, *vide* pp. 35–39, 40, 41, 47–49, 52, 53.

‡ This exemption does not extend to the Honor Lectures attended by them out of the order of studies laid down in the Curriculum, nor to the course of Medical Jurisprudence.

Appendix D.

Regulations of the College.

Exhibitions.

The College is empowered to award Exhibitions, varying in value from £12 to £20, at the same Examinations as the Scholarships, and to be held upon the same terms.

Exhibitioners are required to pay the whole amount of the Class Fees for the Session.

No Student is allowed to compete for a Junior Scholarship or Exhibition in any course substantially the same as that in which he has already held a Scholarship or Exhibition.

All Junior Scholars and Exhibitioners are required to attend lectures, and pass the Sessional Examinations during their year of office.

Prizes.

The College is empowered to award Prizes, by examination, at the close of the Session, to the most distinguished answerers in the several courses of study pursued during the Session.

Two prizes for English prose composition, and two prizes for Geometry,* have been founded in the College, to be awarded annually at entrance:—first prize for English prose composition, £3 worth of books; second do., £2 worth of books: first prize for Geometry, £3 worth of books; second do., £2 worth of books.

All Candidates for Scholarships, Exhibitions, or Prizes, must have passed the Matriculation Examination in the Faculty or School to which the Scholarships, Exhibitions, or Prizes are attached.

Non-Matriculated Students.

Non-Matriculated Students are those who are permitted to attend the Lectures of any of the Professors without being required to pass the Matriculation or any other examination. They are required to pay to the Bursar the regulated Fees for the Classes proposed to be attended, and to sign an engagement to observe order and discipline in the College. They are not entitled to compete for Scholarships or other Collegiate distinctions.

During the term of their attendance on College Lectures they are admitted to read in the Library; and, on payment of a deposit of £1, are permitted to take out two volumes on loan, under the same regulations as Matriculated Students.

Every Non-Matriculated Student must pay to the Bursar one-half of his Class Fees before his name can be entered on the rolls of the several Classes, and the remainder at the commencement of the second Term.

Students of other Universities.

Any Student who shall have pursued part of his Collegiate Studies in any one of the Queen's Colleges, or in any University capable of granting Degrees in the several Faculties of Arts, Law, and Medicine, and any Legal or Medical Student who shall have pursued part of his Legal or Medical Studies under teachers recognised by the Senate of the Queen's University, on passing such Examinations, and fulfilling such other conditions as the Council shall prescribe, may take corresponding rank in this College; and also may compete for Scholarships or other Prizes of the corresponding year, provided he shall not hold at the same time a Scholarship or other office of emolument in any other University, College, or Medical School.

* Candidates are recommended to read M'Dowell's Exercises on Euclid and in Modern Geometry (Cambridge: Deighton, Bell, and Co., 1863), from beginning to page 150.

Fees.

The College Fees payable by Matriculated Students are 10*s.* at the commencement of the first year, and 5*s.* at the commencement of each subsequent year.

The Fees payable by Students, whether Matriculated or Non-Matriculated, to the several Professors for attendance on the several Pass Courses of Lectures or instruction, are £1 for each Course extending over one Term only, and £2 for each Course extending over more than one Term of a Session, when attended for the first time, and £1 for each re-attendance on the same.

This rule applies in all cases except the following:—

The Fee payable for the Course of Anatomy and Physiology is £3, when attended for the first time, and £2 for every subsequent attendance; and the Fee payable for Practical Anatomy or Practical Chemistry is £3 for each attendance.

The Fee payable for attendance upon any Honor Course of Lectures in the third year, which Students are entitled to substitute for a prescribed Pass Course, is £3.

In all other cases the Fees payable for attendance upon Honor Courses of Lectures, and upon Courses of Special Instruction not prescribed as a qualification for a Degree or other University distinction, are £2 for each Course, whether attended for the first time or re-attended.

This rule does not apply to special instruction in Practical Chemistry and in Operative Surgery. In the former case, the Fee is regulated by the time spent in the laboratory, at the rate of £1 a month. The Fee for Operative Surgery is £3.

Matriculated Students who attend voluntary Courses are, so far as these Courses are concerned, regarded as Non-Matriculated.

Table showing in each case the *minimum* amount of Fees payable by Students to the College and for attendance on the several prescribed Courses of Lectures and Instruction.

	First Session.			Second Session.			Third Session.			Fourth Session.		
	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*	£	*s.*	*d.*
For the Degree of B.A.,	9	10	0	7	5	0	8	5	0		—	
If a Scholar,	5	0	0	3	15	0	4	5	0		—	
For the Degree of M.D.,*	12	10	0	12	5	0	10	5	0	4	5	0
If a Scholar,	7	0	0	6	15	0	5	15	0	2	5	0
For the Diploma of Elementary Law,	4	10	0	4	5	0	2	5	0		—	
If a Scholar in Law,	2	10	0	2	5	0	1	5	0		—	
For the Degrees of LL.B. and LL.D.,	13	10	0	11	5	0	10	5	0		—	
If a Scholar in Arts,	9	0	0	7	15	0	6	5	0		—	
If a Scholar in Law,	11	10	0	9	5	0	5	5	0		—	
For the Diploma of Civil Engineering,	10	10	0	10	5	0	8	5	0		—	
If a Scholar,	5	10	0	5	5	0	4	5	0		—	
For the Diploma of Licentiate in Arts,	7	10	0	9	5	0		—			—	

In all cases the Fees are payable in two instalments. The first instalment includes the College Fee—which is 10*s.* for the first year, and 5*s.* for every subsequent year—and a moiety of the Class Fees payable to the several Professors whose lectures are prescribed in the curriculum. This first instalment is payable at the commencement of the First Term in which the Student enters. The second instalment—consisting of the remaining moiety of the Class Fees—is payable at the commencement of the Second Term. Scholars are exempted from the payment of this latter moiety.

Residences.

It is provided by the Statutes that every Matriculated Student under the age of twenty-one years shall reside, during the College Terms, with

* The Sums entered above are the Fees for the Classes usually taken.

Appendix D. Regulations of the College.

his parent or guardian, or with some relation or friend to whose care he shall have been committed by his parent or guardian, or in a Boarding-house, licensed by the President of the College, and arranged for the reception of Students, where he shall be placed under the moral care and spiritual charge of the Dean of Residences of his creed.

Discipline.

All Matriculated Students are required to wear a cap and gown.

A penalty of sixpence shall be imposed on any Student who shall appear within the quadrangle without his cap and gown.

The Porter at the lodge is instructed to report to the Bursar the name of any Matriculated Student who shall appear within the quadrangle without his cap and gown, and also to intimate to the Student at the time that he will be reported.

Any Student so reported shall pay the fine to the Bursar within one week, without receiving further notice, and the fine shall be doubled every week that the fine remains unpaid.

A Professor may inflict a fine not exceeding 2*s.* 6*d.* on any Student for any breach of discipline in his class which he does not consider of sufficient importance to bring under the notice of the Council.

Members of the Library Committee may inflict a fine not exceeding 2*s.* 6*d.* on any Student, for any breach of discipline in the Library, which they do not consider of sufficient importance to bring under the notice of the Council.

Library Regulations.

The Library is open from the commencement of the Session to the 1st of March, between the hours of 10 A.M. and 4 P.M., and from the 1st of March to the 1st of July, between the hours of 10 A.M. and 5 P.M., except (1) on College holidays; (2) for a period of five days in the Christmas and Easter recesses respectively.

The Library is closed during the month of July, except for one hour each week, when the Librarian attends to issue books. From the 1st of August to the commencement of the College Session the Library is open between the hours of 11 A.M. and 3 P.M.

No Student is admitted to the Library without subscribing the following declaration:—

> We the undersigned do hereby promise to the President and Council of the Queen's College, Galway, that we will not mark, turn down the leaves of, or write on paper placed upon, or in any way whatsoever soil, deface, injure, or remove, without permission, any book or document in the Library of said College. We also promise that we will not injure the Library furniture; that we will faithfully observe all the rules made for the regulation of the Library, and that we will acquaint the College Authorities with any serious instance of violation of the above rules which may come under our notice.

No Student can borrow books from the Library until he has deposited the sum of £1 with the Bursar.

No Student can have more than two volumes on loan from the Library at the same time.

No Student can retain a volume borrowed from the Library more than one week; but the borrower, on returning the book, may renew the loan, if the book has not been in the meantime applied for.

Any Student, on receiving at any time a notice from the Librarian, must return, within twenty-four hours, the books belonging to the Library in his possession.

Any person losing or injuring a book belonging to the Library must replace it by another copy of the same edition and of equal value, or pay such a sum of money as will enable the College to replace it.

FACULTY OF ARTS.

The Degrees of B.A. and M.A.

1.—*The Degree of Bachelor in Arts.*

Candidates for the Degree of B.A. in the Queen's University, must on entering Queen's College, Galway, pass the following Matriculation Examination.

THE GREEK LANGUAGE.

Any one of the following books which the Candidate may select:—

Homer—Iliad, Books I. and II.
Xenophon—Anabasis, Books I. and II.

Note.—A paper will be set in Greek Grammar, touching on declensions, conjugations, and rules of Syntax.

THE LATIN LANGUAGE.

Any one of the following authors which the Candidate may select:—

Virgil—Æneid, Books I.–V.
Horace Odes, Book I.; Satires, Book I.
Sallust—Conspiracy of Catiline, and Jugurthine War.
Cæsar—Gallic War, Books V., VI.
Grammar.

HISTORY AND THE ENGLISH LANGUAGE.

History, Grecian and Roman, Outlines of.
Geography, Ancient and Modern, Outlines of.
Grammar, English Grammar, and Composition.

MATHEMATICS.

Arithmetic—Including Vulgar and Decimal Fractions, the Rule of Three, Simple Interest, and the Extraction of the Square Root.
Algebra—Including Fractions, Proportion, and the Solution of Simple Equations.
Geometry—Euclid, Books I., II.

Students are admitted to the University Examination for this Degree who, after having passed the Matriculation Examination, have attended the College Lectures for at least two full terms in each Session, have passed the prescribed College Examinations, and are recommended for promotion to the Degree by the President of the College.

The Session extends from the third Tuesday in October to the second Saturday in the following June, with short recesses at Christmas and Easter. Each Session consists of three Terms.

The studies for the Degree of Bachelor in Arts extend over three Sessions, and comprise attendance on the following Curriculum:—

FIRST SESSION.

English (One Term).
Greek.
Latin.
A Modern Continental Language.
Mathematics.

SECOND SESSION.

Logic (One Term).
Natural Philosophy.

Along with any two of the following:—

Greek (Second Course).
Latin (Second Course).
A Modern Continental Language (Second Course),
Mathematics (Second Course).

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THIRD SESSION.

English Language and Literature.
Metaphysics, or History, or Political Economy (Two Terms).
Chemistry.
Zoology, or Botany.

Attendance on these Courses includes passing such Examinations as may be appointed by the College Council, and the catechetical parts of the Courses of Lectures.

In each College there is a General Examination in the subjects upon which lectures have been delivered during the Session. There is also a Supplementary Examination in the same subjects, at the commencement of the following Session. All Students must pass either the General Examination or the Supplementary Examination, before they proceed with the course of the succeeding year.

Candidates for the Degree of Bachelor in Arts must reside at their respective Colleges during at least the first two Terms of each Session, but may be exempted from residence during the third Term by a special grace of the College Council.

Third year's Students may substitute attendance on one or on two Courses of Honor Lectures, for attendance upon a like number of the Courses above set down for study in the Third Session.

Under this regulation Candidates are at liberty to substitute one or two of the following Courses for a like number of the Courses set down above, for study in the Third Session, viz. :—

Greek,	Geology and Physical Geography,
Latin,	French,
Pure Mathematics,	German,
Mathematical Physics,	Italian,
Experimental Physics,	Logic;

provided that the rules of the College Council admit of their making this substitution, and provided further that the Courses substituted are Courses specially preparing Students for one or more of the Honor Examinations for the Degree of B.A.

Candidates are allowed under the same conditions to attend Honor Courses on two of the subjects, Metaphysics, History, and Political Economy, as two of the Courses of the Third Session. Candidates who avail themselves of this permission are at liberty to attend the third of these subjects as another Course of the Third Session.

A similar interpretation applies to the Courses of Botany and Zoology, which will count as two Courses of the Third Session, provided that one of them be an Honor Course, attended under the conditions stated above.

Candidates for the Degree of Bachelor in Arts are required to pass two University Examinations—the Previous Examination held simultaneously in each of the Colleges of the University, and the Degree Examination held in the Hall of the University in Dublin.

Students who have completed their second Session must pass the Previous Examination before rising to the third year, unless prevented by illness or other inevitable accident, in which case the Senate may admit them to a Supplementary Examination.

For the regulations as to the First University Examination in Arts, and the Examination for the Degrees of B.A. and M.A., see the "University Regulations."

For the Exhibitions awarded at the First University Examination in Arts, see p. 53.

DAYS AND HOURS OF LECTURES.

	Subjects.	Terms.	Mon.	Tues.	Wed.	Thurs.	Friday.	Sat.
1st Year	French,	1, 2, 3,	.	.	.	10	.	10
	German,	1, 2, 3,	.	10	.	.	10	.
	Latin (pass),	1, 2, 3,	12	.	12	.	12	.
	Greek (pass),	1, 2, 3,	.	12	.	12	.	12
	Mathematics (pass),	1, 2, 3,	1	.	1	.	1	.
	English,	2,	11	.	11	.	11	.
	Latin (honor),	1, 2, 3,	.	11	.	11	.	11
	Greek (honor),	1, 2, 3,	12	.	12	.	12	.
	Mathematics (honor),	1, 2, 3,	.	1	.	1	.	.
2nd Year	French,	1, 2, 3,	10	.	10	.	.	.
	German,	1, 2, 3,	.	12	.	12	.	.
	Greek,	1, 2, 3,	.	11	.	11	.	11
	Latin,	1, 2, 3,	11	.	11	.	11	.
	Mathematics (pass),	1, 2, 3,	.	1	.	1	.	.
	Natural Philosophy (pass),	1, 2, 3,	12	.	12	.	.	.
	Logic,	2,	1	.	1	.	1	.
	Mathematics (honor),	1, 2, 3,	12	.	12	.	12	.
	Natural Philosophy (honor),	1, 2, 3,	.	10	.	10	.	.
3rd Year	Zoology or Botany,	1, 2, 3,	.	11	.	11	11	11
	Chemistry,	1, 2, 3,	12	.	12	.	12	12
	English Language and Literature,	1, 2,	3	.	3	.	3	.
	Metaphysics,	1, 2,	.	1	.	1	.	1
	History,	1, 2,	2	.	2	.	2	.
	Logic,	1, 2,	.	12	.	12	.	12
	French,	–	.	.	.	11	.	11
	German,	–	.	11	.	.	11	.

JUNIOR SCHOLARSHIPS IN ARTS.

Of the Thirty Junior Scholarships appropriated to Students in the Faculty of Arts :—

Ten are tenable by Students of the First Year.
Ten " " Second Year.
Ten " " Third Year.

Of the ten Junior Scholarships in Arts tenable by Students of each year, five are awarded for proficiency in literary studies, and five for proficiency in scientific studies; but it is competent for the Council, in case Scholarships in either department are withheld on the ground of insufficient answering, to assign the unawarded Scholarships to the other department.

The Examination for Junior Scholarships in Arts of the first year takes place immediately after the first Matriculation Examination of the Session, and is open to all Students of the first year, who have passed that Examination, and have paid the regulated fees. Those candidates to whom Scholarships are then awarded hold their Scholarships for one year.

There is a further Examination, at the commencement of the second year, which is open to all Matriculated Students in Arts of that year who have passed the Examination and attended the lectures prescribed to Students of the first year, and who have paid the regulated fees.

Those Candidates to whom Scholarships are awarded at this further Examination, hold their Scholarships for two years, provided (1) they answer sufficiently in two Honor Courses at the Sessional Examination of the second year; (2) they pass the First University Examination for the Degree of B.A.

If any Student be placed, at the Examinations for Junior Scholarships in Arts, first on both the lists of candidates, he is entitled to a Scholarship of each division; but in no other case can two Scholarships be held by the same Student.

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SCHOLARSHIP EXAMINATIONS.—SESSION 1876-7.

LITERARY SCHOLARSHIPS, FIRST YEAR.

THE GREEK LANGUAGE.

Homer—Iliad, Books XVIII. and XXII.
Sophocles—Philoctetes.
Xenophon—The Anabasis, Books I., II., and III.

NOTE.—A paper of questions will be set in Greek Grammar, touching upon declensions, conjugations, ordinary rules of Syntax, and idiomatic constructions.

THE LATIN LANGUAGE.

Virgil—The Æneid, Books I., II.
Horace—The Odes, Books I., II.
Cicero—Pro Lege Manilia.
Sallust—Jugurthine War.
Livy—Book I.
Cæsar de Bello Gallico, Book I.
A paper on Latin Grammar.

COMPOSITION.

In Greek, Latin, and English Prose.*

HISTORY AND GEOGRAPHY.

Grecian History, to the Death of Alexander.†
Roman History, to the Accession of Augustus.‡
Outlines of Ancient and Modern Geography.§

SCIENCE SCHOLARSHIPS, FIRST YEAR.

MATHEMATICS.

Arithmetic :—
Including Vulgar and Decimal Fractions, the Rule of Three, Simple Interest, and the Extraction of the Square Root.

Algebra :—
Including the Solution of Simple and Quadratic Equations; Arithmetical and Geometrical Progressions; Permutations and Combinations; the Binomial Theorem; the nature of Logarithms.

Geometry :—
Euclid, Books I., II., III., IV., and VI., with definitions of Book V.

Plane Trigonometry :—
So far as to include the Solution of Triangles.

The use of Logarithmic and Trigonometrical Tables.

LITERARY SCHOLARSHIPS, SECOND YEAR.

THE GREEK LANGUAGE.

Homer—Iliad, Books XVI., XVIII., XXI., and XXII.
Æschylus—Prometheus Vinctus.
Sophocles—Œdipus Rex.
Euripides—Phœnissæ.
Thucydides—Book III.

THE LATIN LANGUAGE.

Cicero—Tusculan Disputations, Book 2.
Cicero—Letters to his brother Quintus, Book 3.
Tacitus—Annals, Book 15.
Terence—Hecyra.
Plautus, Captivi.
Ovid—Metamorphoses, Book 13.
Catullus—Car. 64.
A piece of unprepared Latin.

THE ENGLISH LANGUAGE.

Bain's English Grammar.
Johnson's Vanity of Human Wishes.
Gray's Elegy and Bard.
Goldsmith's Traveller and Deserted Village.
Coleridge's Ancient Mariner.
(In Hales' "Longer English Poems.")
Macaulay's Essays on Clive and Hastings.

* Rev. T. K. Arnold's Introductory Works on Greek and Latin Prose Composition are recommended.

† Dr. William Smith's History of Greece is recommended.

‡ Liddell's Roman History is recommended.

§ Dr. William Smith's Handbook of Ancient Geography is recommended

MODERN LANGUAGES.

French :—

The Modern French Reader. Prose. Senior Course by Cassal and Karcher—(London: Trübner and Co.) page 211.
Translation from English into French (from materials for translating English into French, Otto, pages 1–50).

Or, German :—

1. Lessing—Müma von Barnhelm.
2. Otto—German Reader, I. part.
3. Otto—German Grammar, 12th Edition, to Syntax (page 266).
4. Translation from English into German.

HISTORY AND GEOGRAPHY.

As in the First Year.

COMPOSITION.

In Greek, Latin, and English Prose.

Science Scholarships, Second Year.

MATHEMATICS.

The Course appointed for Science Scholarships of the first year.

Algebra :—

Nature and Simple Transformations of Equations; the Solution of Cubic and Biquadratic Equations; Method of Indeterminate Co-efficients.

Geometry :—

Elements of Solid Geometry.

Trigonometry :—

Plane and Spherical.

Analytic Geometry :—

Discussion of the Equations of the Right Line and Circle.

The Professor's Lectures to the Class of the First Year.

Senior Scholarships.

The College is empowered to award Seven Scholarships, of the value of forty pounds each, by examination, to any Graduate in Arts of the Queen's University, of not more than three years' standing, whose answering is reported as meritorious, provided he shall not have previously obtained a Scholarship in the same department in this or in either of the other Queen's Colleges. Of these Scholarships one is awarded for proficiency in each of the following departments :—*

1. The Greek and Latin Languages and Ancient History.
2. The Modern Languages, and Modern History.
3. Mathematics.
4. Natural Philosophy.
5. Metaphysical and Economic Science.
6. Chemistry.
7. Natural History.

I.—GREEK AND LATIN LANGUAGES, AND ANCIENT HISTORY.

The Greek Language :—

Thucydides—Books III. and VI.
Demosthenes—De Coronâ.
Aristophanes—The Wasps and The Knights
Sophocles—Œdipus Rex and Œdipus Colonëus.
Translation from a passage of unprepared Greek.
Composition in Greek Prose.

The Latin Language :—

Cicero—Philippics.
Virgil—Æneid, VII.–XII.
Plautus—Menœchmi.
Juvenal and Persius.
Catullus—Ellis' Selections.
Lucretius, IV.–VI.
Ovid—Mett, 1–5.
Translations from unprepared Latin.
Composition in Latin Prose.

* The Examinations for these Scholarships will commence on Thursday, 19th October, with the exception of that in the Greek and Latin languages and Ancient History, which will be held at the close of the first Term.

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II.—MODERN LANGUAGES AND MODERN HISTORY.

The English Language:—

Chaucer—Prologue to the Canterbury Tales.
Shakespere—Hamlet and Julius Cæsar.
Milton—Paradise Lost, Books I.–II.
Dryden's Absalom and Achitophel.
Dr. Johnson's Lives of Milton and Dryden.
Burke's Thoughts on the Present Discontents, and the two Speeches on America.

The French Language:—

L'Honneur et l'Argent, Ponsard.
Molière—l'Avare.
Racine—Phèdre.
Geruzez—Histoire abrégée de la Littérature Française, from page 153 to the end.
Brachet's Grammaire Historique de la Langue Française.
Translation from English into French (partly from Cogery's Third French Course).

The German Language:—

Whitney—German Reader.
Apel—German Prose.
Göthe—Tasso, Acts I. and II.
Buchheim—Deutsche Lyrik (4th and 5th period).
Translation from English into German.

Modern History:—

History of Great Britain and Ireland from 1603 to 1830.
History of France during the same period.

III.—MATHEMATICS.

The Mathematical Course appointed for the Science Scholarship of the second year; theory of Algebraical Equations, including their numerical solution; Analytic Geometry of two and of three dimensions; Differential and Integral Calculus, including its application to Geometry.

IV.—NATURAL PHILOSOPHY.

Todhunter's Statics.
Tait and Steele's Dynamics, and Routh's Dynamics of a Rigid body.
Walton's Hydrostatical Problems.
Parkinson's Optics.
Hymer's Astronomy.
Jamin's Traité de Physique.
Lloyd's Lectures on the Wave Theory of Light.
The Professor's Lectures to the Honor Class of the Third Year.

V.—METAPHYSICAL AND ECONOMIC SCIENCE.

Metaphysics:—

The Philosophical Systems of Descartes, Locke, Berkeley, and Kant.
Sir William Hamilton—Lectures on Metaphysics, XVI. to XL.
Mill—Examination of Sir William Hamilton's Philosophy, Lectures VIII. to XV. both inclusive.
Webb—Intellectualism of Locke.

Jurisprudence:—

Jurisprudence as treated in the Professor's Lectures.
Austin's Jurisprudence.
Maine's Ancient Law.
Modern Roman Law by Tomkins and Jenckens.

Political Economy:—

Political Economy as treated in the Professor's Lectures.
Mill's Principles of Political Economy.
Ricardo's Political Economy, chapters VII. to XVI.
Senior's Political Economy.
Cairnes' Logical Method of Political Economy.
Göschen's Foreign Exchanges.
Price's Currency.

VI.—CHEMISTRY

Theoretical Chemistry:—

Miller's Element of Chemistry (fourth edition).
Wurtz' Introduction to Chemical Philosophy.
Hoffman's Modern Chemistry.
Watt's Dictionary of Chemistry.
Fownes' Chemistry (eleventh edition).

Practical Chemistry:—

Analysis, and an acquaintance with Manipulation to the extent to which it is carried out in the *Practical Course* prescribed for Medical Students will be considered the minimum. (Bowman's Introduction to Practical Chemistry is recommended.)

VII.—NATURAL HISTORY.

Sach's Text Book of Botany (translated).
Henfrey's Botany (second edition).
Rolleston's Animal Forms.
Huxley's Anatomy of Vertebrated Animals.
Nicholson's Zoology.
Practical Examinations in Botany and Zoology.

PRACTICAL COURSE FOR COMMERCIAL AND GENERAL PURSUITS.

In order to extend the advantages of higher education to youths intended for commercial and general pursuits, the Senate has resolved to institute special courses of instruction, and to grant Diplomas, conferring the title of Licentiate in Arts, under the following conditions:—

1. To have matriculated in one of the Colleges of the Queen's University.
2. To have pursued, in one of the Colleges of the Queen's University, the course herein prescribed.
3. To have passed the University Examination herein prescribed.

The studies for the Diploma of Licentiate in Arts extend over two Sessions, and comprise attendance on the following Curriculum:—

First Session.

Two Languages, of which one may be English.
Mathematics.
Another Course on any subject in the annexed list.

Second Session.

Greek, Latin, or a Modern Continental Language.
Logic (one Term).
Natural Philosophy.
And two other Courses on subjects in the annexed list.

If any of the courses, except that on Logic, extend over one term only, some other course from the annexed list must be attended as a supplement to it, but not necessarily in the same Session.

Credit will not be given for attending the same course of Lectures a second time.

Attendance on the courses is, in all cases, understood to include passing such Examinations as the College Council shall appoint, and the catechetical parts of the courses of Lectures.

Candidates for the Diploma of Licentiate in Arts must reside at their respective Colleges during at least the first two terms of each Session.

After having completed the above curriculum, each Candidate for the Diploma is required to pass a University Examination in either Greek, Latin, or a Modern Continental Language; in Mathematical Science;

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and in two other subjects which he is allowed to select from the annexed list, viz.:—

The Mathematical Sciences.	The Modern Continental Languages.
The Experimental Sciences.	Greek.
The Natural Sciences.	Latin.
Geometrical Drawing.	Logic.
Mensuration, Levelling, and Mapping.	Metaphysics.
Anatomy and Physiology.	History.
English Language and Literature.	Political Economy.

English Composition forms a part of all University Examinations.

Licentiates in Arts who may desire to proceed to the Degree of Bachelor in Arts, may enter directly on the second Session in the course for this Degree, provided they attend in it, instead of the usual curriculum, all the courses prescribed for the first two years which they shall not have already attended in the curriculum for the Diploma of Licentiate.

In compliance with the first of the above specified conditions, the Council of the Queen's College, Galway, has instituted the following course for the Matriculation Examination :—

MATHEMATICS.

Arithmetic—Including Vulgar and Decimal Fractions, the Rule of Three, Simple Interest, and the Extraction of the Square Root.
Algebra—Including Fractions, Proportion, and the Solution of Simple Equations.
Geometry—Euclid, Books I., II.

GEOGRAPHY AND THE ENGLISH LANGUAGE.

Geography—Ancient and Modern, Outlines of.
Grammar—English Grammar and Composition.

The Council will confer two Exhibitions—one of the value of £16, and one of the value of £12—on the best answerers in the Course for Matriculation, should their answering be found to deserve such a reward.

Candidates for Exhibitions shall be allowed to offer, in addition to the subjects of the ordinary Matriculation Examination, one or two, but not more, of the following subjects :—

Latin, French, German, Chemistry, Natural Philosophy, Natural History ; these subjects to be of equal value with the ordinary subjects, and with each other.

No Student who has held a Scholarship or Exhibition in any of the existing Faculties or Schools shall be admitted a Candidate for these Exhibitions.

FACULTY OF LAW.

Diploma of Elementary Law.

Candidates for the Diploma of Elementary Law are required to pass a matriculation Examination in the following subjects :—

GREEK.

Xenophon—Anabasis, Book I.
Grammar; orally, and by paper.

LATIN.

One of the following authors :—

Cæsar—Gallic War, Book V.
Virgil—Æneid, Book I.
Grammar; orally, and by paper.

HISTORY AND THE ENGLISH LANGUAGE.

History—Outlines of Grecian and Roman History.
Geography—Outlines of Ancient and Modern Geography.
English—English Grammar and Composition.

MATHEMATICS.

Arithmetic—including Vulgar and Decimal Fractions, the Rule of Three, Simple Interest, and the Extraction of the Square Root.
Algebra—including Fractions, Proportion, and the Solution of Simple Equations.
Geometry—Euclid, Books I., II.

Students who have passed the Matriculation Examination, and have pursued, during three years, the following courses of study, are admitted to Examination for the Diploma of Elementary Law :—

FIRST YEAR.

The Law of Property, and the Principles of Conveyancing.
Jurisprudence.

SECOND YEAR.

Equity and Bankruptcy.
Civil Law.

THIRD YEAR.

Common and Criminal Law.
Civil Law and Jurisprudence.

Candidates who shall have passed the First and Second Sessions of the curriculum for the Degree of B.A., before entering on their legal studies, will be admitted to the Examination for the Diploma after attending a two years' curriculum in Law, if recommended by the Council of their College. Other Candidates shall attend Law Courses for three Sessions before presenting themselves.

Candidates who intend to proceed to the Diploma after attending a two years' curriculum in Law will be required to attend during each Session Honor Courses of Lectures by each Professor, embracing all the subjects included in the curriculum for three Sessions.

JUNIOR SCHOLARSHIPS IN LAW.

Of the three Junior Scholarships appropriated to the Faculty of Law, one is awarded to a Student of the First Year, one to a Student of the Second Year, and one to a Student of the Third Year.

SUBJECTS OF EXAMINATION.—FIRST YEAR.

LAW OF PROPERTY, &c.

Williams' Real Property.

JURISPRUDENCE AND CIVIL LAW.

Review of Austin's Jurisprudence, by J. S. Mill (*Edinburgh Review*, October, 1863; or Mill's Dissertations and Essays, Vol. III.)
Maine's Ancient Law, Chaps. I., II., III., V., IX.
Sandars' Institutes of Justinian, Introduction.

SECOND YEAR.

All the business of the preceding Session.

EQUITY.

Smith's Manual of Equity Jurisprudence.

LAW OF PROPERTY, &c.

Williams' Personal Property; Smith's Lectures on the Law of Contract

JURISPRUDENCE AND CIVIL LAW.

The same as the course for the first year, together with

Jurisprudence as treated in the Professor's Lectures.
Austin's Jurisprudence, Vol. I., third edition.
Sandars' Justinian, Books I. and II.
Maine's Ancient Law.
Poste's Gaius, Books I. and II.

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THIRD YEAR.

All the business of the two preceding Sessions.

LAW.

Broom's Commentaries on the Common Law, Books II., III., and
White and Tudor's Leading Cases in Equity, Vol. I.
Stephen on Pleading.

JURISPRUDENCE AND CIVIL LAW.

The same as the course for the second year, together with

Jurisprudence as treated in the Professor's Lectures.
The remainder of Austin's Jurisprudence
The remainder of Sandars' Justinian.
The remainder of Poste's Gaius.

THE DEGREES OF LL.B. AND LL.D.

Candidates for the Degree of LL.B. are admitted to Examination for that Degree from the Queen's University in Ireland, one year after they have obtained the Degree of B.A., and completed the above curriculum for the Diploma in Elementary Law.

Candidates for the Degree of LL.D. are admitted to Examination for that Degree from the Queen's University in Ireland, at the expiration of two years after they have obtained the Degree of LL.B.

SENIOR SCHOLARSHIP.

The College is empowered to award one Scholarship of the value of forty pounds, by Examination, to the most distinguished Student who shall have proceeded to the Degree of B.A., and who shall have attended during three Sessions, and have completed the Course of legal study herein prescribed to Students of the first, second, and third Sessions. The following is the course prescribed for Examination :—

JURISPRUDENCE AND CIVIL LAW.

The same as the course in these subjects for the third year's Scholarship, together with

Spence's Equitable Jurisdiction of the Court of Chancery, part I.

PRINCIPLES OF CONSTITUTIONAL AND INTERNATIONAL LAW.

Broom's Constitutional Law; Kent's "Lectures on International Law," Abdy's Edition; Letters of "Historicus."

ENGLISH LAW.

All the business of the preceding Sessions, together with

Smith's Leading Cases in Law; White and Tudor's Leading Cases in Equity, vol. 2; Best on Evidence; Archbald's Consolidated Criminal Statutes.

The Senior Scholar will be required to attend, during his year of office, Courses of Lectures on Evidence and Pleading, and on Colonial and Constitutional Law.

PRIVILEGES OF LAW STUDENTS.

By the recent regulations of the Benchers of the King's Inns, candidates for the Bar who attend the Law Lectures in the Queen's Colleges, possess the same privileges as Students who attend the Lectures in Trinity College, Dublin.

Students intending to proceed for the Certificate of the Law Professors, so as to entitle them to serve an apprenticeship of *four* years instead of *five*, under the provisions of *an Act for amending the several Acts for the Regulations of Attorneys and Solicitors* (14 and 15 Vict., cap. 88), are required to enter their names with the Registrar, *either as Matriculated or Non-Matriculated* Students, and pay the necessary College and Class Fees to the Bursar before the commencement of the Law Lectures in each Session.

Such Students are required to attend all the Lectures and pass all the Examinations prescribed for the first and second years of the course of study for candidates for the Diploma of Elementary Law.

FACULTY OF MEDICINE.

Degrees of M.D. and M.Ch.

Each Candidate for the Degree of Doctor in Medicine, or Master in Surgery, is required—

1. To have passed in one of the Colleges of the Queen's University the Entrance Examination in Arts, and to have been admitted a Matriculated Student of the University.
2. To have attended in one of the Queen's Colleges, Lectures on one Modern Continental Language for six months, and Lectures on Natural Philosophy for six months.
3. To have also attended, in some one of the Queen's Colleges, at least two of the courses of Lectures marked with an asterisk in the following list. For the remainder of the courses, authenticated certificates will be received from the Professors or Lecturers in Universities, Colleges, or Schools, recognised by the Senate of the Queen's University in Ireland.
4. To pass three University Examinations—the First University Examination, the Second University Examination, and the Degree Examination.†

The curriculum shall extend over at least four years, and shall be divided into periods of at least two years each.

Candidates are recommended to pass the Matriculation Examination, prior to entering on the second period.

It is recommended that the first period shall comprise attendance on the following courses of medical lectures :—

*Chemistry.
*Botany with Herborizations for practical study, and Zoology.
*Anatomy and Physiology.
*Practical Anatomy.
*Materia Medica and Pharmacy.

And that the second period shall comprise attendance on the following courses of medical lectures :—

Anatomy and Physiology (*second course*).
Practical Anatomy (*second course*).
*Theory and Practice of Surgery.
*Midwifery.
*Theory and Practice of Medicine.
*Medical Jurisprudence.

In addition to the above courses of lectures, candidates shall have attended, during either the first or second period—

A Modern Continental Language (in one of the Colleges of the University).
Experimental Physics (in one of the Colleges of the University).

Also, during the first period—

Practical Chemistry (in a recognised Laboratory).
Medico-Chirurgical Hospital (recognised by the Senate), containing at least sixty beds; together with the clinical lectures therein delivered, at least two each week—a winter session of six months.

And during the second period—

Practical Midwifery, at a recognised Midwifery Hospital, with the clinical lectures therein delivered, for a period of three months; or a Midwifery Dispensary for the same period; or ten cases of Labour under the superintendence of the Medical Officer of any hospital or dispensary where cases of labour are treated.
Medico-Chirurgical Hospital (recognised by the Senate), containing at least sixty beds; together with the clinical lectures therein delivered—eighteen months; including either three winter sessions of six months each, or two winter sessions of six months each, and two summer sessions of three months each.

Medical Examinations are held in June, and in September and October.

† The attention of students is directed to the following Regulation of the Senate:—"After the 1st day of January, 1874, no candidate for the Degree of Doctor of Medicine will be allowed to postpone his University Examination in Modern Languages or in Experimental Physics until such time as he shall present himself for final Examination for that Degree."

Appendix D.

Regulations of the College.

The June Examinations are Pass Examinations, and commence on the Friday preceding the second Saturday in June.

The Honor Examinations commence on the last Tuesday in September, and are followed by Pass Examinations.

Each candidate for examination in June must forward to the Secretary, on or before the first of June, notice of his intention to offer himself as a candidate, along with his certificates; and each candidate for examination in September or October must forward similar notice, along with his certificates, on or before the first of September.

The First University Examination in Medicine.

The First University Examination may be passed either in June or September. It comprises the following subjects:—A Modern Language, Experimental Physics, Zoology and Botany.

It is competent for Students to present themselves for examination in this group of subjects at any time after the close of the First Winter Session.

Before being admitted to examination, each candidate must produce satisfactory evidence of having completed the prescribed courses of study in the subjects of examination.

The portions of Zoology to be prepared are—

a. The general characters of the classes of the Animal Kingdom.
b. The first principles of Animal Physiology.
c. The comparative Anatomy and Classification of either the *Vertebrate* or the *Invertebrate* Animals—whichever is selected by the candidate.
d. A special practical knowledge of the leading characters and classification of either some one Vertebrate class, or some one Invertebrate sub-kingdom.

In Botany Candidates will be examined in the general principles of Vegetable Structure and Organography. They will also be expected to possess a practical acquaintance with the characters of the following natural orders, viz.:—Ranunculaceæ, Cruciferæ, Rosaceæ, Leguminosæ, Umbelliferæ, Compositæ, Scrophulariaceæ, Solanaceæ, Boraginaceæ, Labiatæ, Euphorbiaceæ, Cupuliferæ, Coniferæ, Aroideæ, Orchideæ, Liliaceæ, and Gramineæ.

Henfrey's Elementary Course of Botany is recommended as the Text-Book.

English Composition forms a part of all University Examinations.

Competitors for Honors will be examined in all the subjects of the First University Examination, including Experimental Physics and Modern Languages. The candidates who pass with Honors will be arranged in two classes: they will receive Prizes and Certificates of Honor.

Two Exhibitions, one consisting of two instalments of £20 each, the other of two instalments of £15 each, will be awarded to the best answerers at the Honor Examinations, if they be recommended by the Examiners as possessed of sufficient absolute merit. Further regulations regarding these Exhibitions will be found in p. 54.

Both Honor and Pass Examinations will be held in September. The Examination held in June is a Pass Examination.

The Second University Examination in Medicine.

The Second University Examination may be passed either in June or September. It comprises the following subjects:—Anatomy, Physiology, Materia Medica, and Chemistry; to which will be added Zoology and Botany in the examination of Candidates who have not previously passed the First University Examination. Candidates who are in this position will be allowed either to undergo their Examination in Modern Languages

and Experimental Physics as a part of the Second University Examination, or may present themselves for Examination in these subjects at any time between the Second University Examination and the Degree Examination.

It is competent for students to present themselves for the Second University Examination at the termination of the First Period of the Curriculum, or at any subsequent period; but no Student will be allowed to postpone his Second University Examination until the time when he presents himself for his Degree Examination, unless the Senate shall have passed a grace giving him permission to do so.

Before being admitted to Examination, each candidate must produce satisfactory evidence of having completed the course recommended for study during the First Period of the Curriculum.

Both Honor and Pass Examinations are held in September. The Examination held in June is a Pass Examination.

Degree Examinations in Medicine.

Examinations for the Degree of M.D. and M.Ch., and the Diploma in Midwifery will be held in June and September.

The Fee for each Degree is Five Pounds, and the Fee for the Diploma in Midwifery is Two Pounds, and must be lodged with the Secretary before the Examination begins.

Each Candidate must be recommended by the President of his College, and produce certificates to the following effect:—

1. A certificate from the Secretary of the Queen's University, that he has passed the Previous Examinations, unless the Senate has passed a grace permitting the candidate to present himself for the Examinations simultaneously.
2. From the Council of his College, that he has passed a full Examination in the subjects of study prescribed in the entrance Course of the Faculty of Arts, and has been admitted a Matriculated Student in the Faculty of Medicine.
3. That he has attended in the Colleges of the Queen's University two of the courses marked with an asterisk on p. 43, and also lectures on one Modern Language, and lectures on Experimental Physics.
4. Certificates that he has completed all other prescribed courses.

The Examination for the Degree of M.D. comprises the subjects recommended for study during the second period of Medical Education.

The Examination for the Degree of M.Ch. comprises an examination in the Theory and Practice of Surgery, including Operative and Clinical Surgery.*

The Examination for the Diploma in Midwifery comprises an Examination in the Theory and Practice of Midwifery and the use of obstetrical instruments and appliances.

Candidates who graduate with Honors will be arranged in two classes. Candidates who take a First Class will receive a Medal and Prize. Candidates who take a Second Class will receive a Prize and Certificate of Honor.

The Examination for the Degree with Honors will commence on the last Tuesday in September, and will be followed by the Examination of those candidates who seek to graduate without Honors.

The Examination held in June is a Pass Examination.

Matriculation.

Candidates for the Degree of M.D. in the Queen's University are required to pass a Matriculation Examination in the following subjects :—

* Candidates for the Degree of Master in Surgery, who obtained the Degree of M.D. in this University before the 1st of January, 1865, will be exempted from the Examination in Operative Surgery.

Appendix D.

Regulations of the College.

GREEK.

Xenophon—The Anabasis, Book I., or Gospel of St. John.
Grammar; orally, and by paper.

LATIN.

One of the following authors :—

Virgil—Æneid, Book I.
Cæsar—Gallic War, Book V.
Grammar; orally, and by paper.

ENGLISH.

Grammar and Composition.

HISTORY AND GEOGRAPHY.

History :—

Outlines of Grecian and Roman History.*

Geography :—

Outlines of Ancient and Modern Geography.†

MATHEMATICS.

Arithmetic—Including Vulgar and Decimal Fractions, the Rule of Three, Simple Interest, and the Extraction of the Square Root.
Algebra—Including Fractions, Proportion, and the Solution of Simple Equations.
Geometry—Euclid, Books I., II.

DAYS AND HOURS OF LECTURES.

	Subjects.	Months.	Mon.	Tues.	Wed.	Thurs.	Friday.	Sat.
1st Period.	French,	VI.	9	.	9	.	.	.
	German,	VI.	.	10	.	.	10	.
	Botany and Zoology,	VI.	.	11	.	11	.	11
	Experimental Physics,	VI.	.	12	.	12	.	.
	Chemistry,	VI.	12	.	12	.	12	12
	Logic,		1	.	1	.	1	.
	Anatomy and Physiology,		3	3	3	3	3	.
	Practical Anatomy,		1	1	1	1	1	.
	Practical Chemistry,		2	.	2	.	2	.
	Materia Medica,		.	2	.	2	.	2
2nd Period.	Practical Anatomy,		1	1	1	1	1	.
	Anatomy and Physiology,		3	3	3	3	3	.
	Surgery,		11	.	11	.	11	
	Midwifery,		2	.	2	.	2	1
	Medicine,		.	2	.	2	.	2
	Medical Jurisprudence,		12	.	12	.	12	.

Opportunities for Hospital attendance and Clinical Instruction are afforded to Students in the County Infirmary and Town Hospitals, which are in the immediate vicinity of the College. Clinical Lectures are given on Tuesdays and Fridays, and Practical Instruction on the other days of the week, at 10, A.M. All communications respecting the Hospitals should be addressed to the Secretary of the Clinical Board, to whom the fee of £4 is payable.

SCHOLARSHIPS.

Eight Junior Scholarships are appropriated to the Faculty of Medicine of the value of £25 each. Of these—

Two are allotted to Students of the First Year.
Two " " Second Year.
Two " " Third Year.
Two " " Fourth Year.

* Chepmell's Short Course of History is recommended.
† Rev. T. K. Arnold's Handbooks are recommended.

Regulations respecting Medical Scholarships and Exhibitions.

(Scholars are required to pay only one-half of the ordinary class fee for each obligatory course of lectures.)

All Scholars and Exhibitioners are required to pass the Sessional Examination.

First Year's Scholarships.

All Students who have passed the Matriculation Examination may compete for the Scholarships of the first year.

For the one Scholarship the Examination will embrace the course prescribed for the Literary Scholarships of the first year, in the Faculty of Arts.

For the other Scholarship the course prescribed for Science Scholarships of the first year in the Faculty of Arts.

If at either of these Examinations a competent candidate do not present himself, the Scholarship assigned to that department may be awarded to the other department, if there be in the latter a second candidate duly qualified.

A Student to whom a Scholarship of the first year has been awarded, shall attend the following courses :—

A Modern Language.
Natural Philosophy.
Anatomy.
Chemistry.
Botany and Zoology.

Second Year's Scholarships.

To be allowed to compete for a Scholarship of the second year, a Student must be of not more than one year's standing in some school recognised by the Senate of the Queen's University.

A Candidate may select for the subjects of his Examination any four of the following subjects, of which Practical Anatomy must be one. The number placed opposite each subject in the following list shall be the standard mark, and no judgment under one-fifth of the standard mark shall be taken into account in any subject :—

Practical Anatomy,	1,000
Anatomy and Physiology,	500
Chemistry,	1,000
Botany,	500
Zoology,	500
A Modern Language,	500
Natural Philosophy,	500

SUBJECTS OF EXAMINATION.

FRENCH.*

The Modern French Reader (Junior Course), by Cassal and Karcher (London: Trübner and Co.).
Translation from English into French (from Otto's French Grammar).

GERMAN.*

Otto: German Reader, I. part.
German Grammar. Otto's German Grammar, to page 266 (Syntax).

Natural Philosophy.—Elements of Mechanics, Hydrostatics, Pneumatics, Acoustics, Optics, Heat, Electricity, Galvanism, and Magnetism.

* The candidate may select either French or German.

Appendix D.

Regulations of the College.

Zoology.—Vertebrata. Practical Examination.

Botany.—Structural and Physiological Botany; Principles of Classification; Characters of the Natural Orders yielding medicinal plants. Practical Examination.

Anatomy and Physiology.—Cartilage, Bone, the Fibrous Tissues, Muscle, Nerve, Integument and Appendages, Secretion, Digestion, and Reflex Action.

Practical Anatomy.—Osteology and Arthrology, also the Myology of the limbs.

Candidates may be examined on specimens placed before them.

Chemistry.—General Principles of Chemical Philosophy; Laws of Combination by weight and volume; Atomic Theory; Nature of Salts, &c.; Chemistry of non-metallic bodies; Chemistry of Metals; Organic Chemistry.

A Student to whom a Scholarship of the second year has been awarded shall attend such of the medical courses assigned to the first period of the curriculum prescribed in the University regulations as he has not already taken. He shall also take a course of Modern Languages and of Natural Philosophy, if he have not previously done so in a Queen's College.

Third Year's Scholarships.

To be allowed to compete for a Scholarship of the third year, a Student must have attended, in some medical school recognised by the Senate of the Queen's University, four of the following courses :—

Anatomy and Physiology.	Practical Chemistry.
Chemistry.	Practical Anatomy.
Botany.	Materia Medica.
Zoology.	

And must not be of more than two years' standing.

The Examination shall include the following subjects. The number placed opposite each subject in the following list shall be the standard mark; and no mark under 300 in any one shall be taken into account :—

Anatomy and Physiology,	1,000
Practical Anatomy,	1,000
Materia Medica and Therapeutics,	1,000
Practical Chemistry,	1,000

subjects of examination.

Anatomy and Physiology. — Organs and Functions of Digestion, Absorption, Circulation, Respiration, and Urination, together with the Blood and its Elaboration.

Practical Anatomy.—Joints, Muscles, Vessels, Viscera, and Brain.

During the Examination, Candidates may be called on to make dissections, or to describe structures placed before them.

Materia Medica.—The Medicines and Compounds in the British Pharmacopœia. Candidates will be required to identify specimens.

Practical Chemistry.—As taught in the class.

A Student to whom a third year's Scholarship has been awarded, shall attend, during the year of his election, four at least of the courses prescribed for the second period in the University regulations.

Fourth Year's Scholarships.

To be allowed to compete for a Scholarship of the fourth year, the candidate must have attended, in some school recognised by the Senate of the Queen's University, all the strictly professional courses of the first

period, and must have attended three at least of those of the second period prescribed in the regulations of the Queen's University, and must not be of more than three years' standing.

A candidate for fourth year's Scholarship may choose any four of the following subjects as those in which he shall be examined, provided Anatomy and Physiology be one, and that he have attended lectures on the other three. The number assigned to each subject in the following list shall be the standard mark, and no mark under 300 shall be taken into account:—

Anatomy and Physiology, . . .	1,000
Theory and Practice of Surgery, . .	1,000
Midwifery and Diseases of Women and Children,	1,000
Theory and Practice of Medicine, . .	1,000
Medical Jurisprudence, ...	1,000
Materia Medica and Therapeutics, . .	1,000

SUBJECTS OF EXAMINATION.

PHYSIOLOGY.—The whole of Physiology, Histology, and Development.

THERAPEUTICS.—Physiological action and Therapeutical effects of the following substances:—Iron, Mercury, Iodine, Arsenic, Aconite, Opium, Digitalis, Alcohol, Nux Vomica, Cinchona. Candidates will be required to write prescriptions.

MEDICINE.—Diseases of the Heart and Lungs.

SURGERY.—Injuries of the Head, Diseases of the Bladder and Urinary Organs.

MIDWIFERY.—Human Fœtus and its involucra; abortion; diseases of parturient women; diseases of childhood.

A Student to whom a Scholarship of the fourth year has been awarded shall attend during the year of his election two at least of the following courses, viz., Medicine, Surgery, Midwifery and Medical Jurisprudence; and if more courses are required to complete the curriculum, both as to professional and non-professional subjects, he shall also attend them.

NON-MATRICULATED STUDENTS.

Any course or courses of lectures may be attended by Non-Matriculated Students, without passing any examination, on paying the regulated class fee to each Professor whose lectures they attend. Such Students are admissible to the Library on payment of a fee of Five Shillings for the year.

SCHOOL OF CIVIL ENGINEERING.

Candidates for the Diploma in Civil Engineering are required:—

1. To have been admitted Matriculated Students of one of the Colleges of the Queen's University in the Department of Civil Engineering.
2. To have studied in the Colleges of the Queen's University the course herein prescribed.
3. To have passed two University Examinations.

Candidates for Matriculation are examined in the following subjects:—

MATHEMATICS.

Arithmetic:—

Including Vulgar and Decimal Fractions, the Rule of Three, Simple Interest, and the Extraction of the Square Root.

Algebra:—

Including Fractions, Proportion, and the Solution of Simple Equations.

Geometry:—

Euclid, Books I., II., III., VI., with Definitions of Book V.

Appendix D.

HISTORY, GEOGRAPHY, AND THE ENGLISH LANGUAGE.

Regulations of the College.

History :—

Outlines of Ancient History.

Geography :—

Outlines of Ancient and Modern Geography.

English :—

English Grammar and Composition.

The course for the Diploma in Civil Engineering usually extends over Three Sessions, and comprises attendance on the following curriculum:—

FIRST SESSION.

Mathematics (first course).
Chemistry.
A Modern Language.
Geometrical Drawing.
Office Work.

SECOND SESSION.

Mathematics (second course).
Mathematical Physics.
Experimental Physics.
Civil Engineering.
Office Work.
Field Work.

THIRD SESSION.

Natural Philosophy (applied).
Civil and Mechanical Engineering.
Mineralogy, Geology, and Physical Geography.
Office Work.
Field Work.
Engineering Excursions.

Attendance on these courses in all cases includes passing such Examinations as may be appointed by the College Council, as well as the catechetical parts of the courses of lectures.

Engineering Students must reside at their respective Colleges during at least the first two Terms of each Session, and can be exempted from residence during the third Term also, only by a special grace of the College Council.

The study of the Engineering Curriculum may be extended over more than three Sessions, on the recommendation of the College Council, and under such regulations as the Council shall impose. Some relaxation of the order in which the subjects shall be studied will be admitted, on the recommendation of the Council.

Candidates will, on the special recommendation of the College Council, be admitted to the Diploma after two years' residence instead of three, if their previous acquaintance with a sufficient group of the subjects above set down for study in the first and second Sessions is deemed by the Council satisfactory. In such cases the certificate of the Council will be accepted in lieu of attendance upon these courses, but will not exempt candidates from the University Examinations in them.

Candidates for the Diploma in Civil Engineering are required to pass two University Examinations,—the First University Examination and the Diploma Examination, both of which are held in the Hall of the University in Dublin.

Students who have completed their second Session must attempt the First University Examination before rising to the third year, unless prevented by illness or other inevitable accident, in which case the Senate may admit them to a Supplementary Examination.

Candidates who have attempted, but failed to pass, the First University Examination in October, will be admitted to a Supplementary Examination.

First University Examination in Engineering.

The course for the First University Examination includes French; Geometrical Drawing; Mathematics (first course); Mathematics (second course); Mensuration, Levelling, and Mapping; Experimental Physics.

Each candidate must forward to the Secretary, on or before the 1st of October, notice of his intention to offer himself as a candidate, and will thereupon receive intimation of the days upon which his Examination will be held.

The candidates who pass with Honors will be arranged in three classes, the names in each class being placed alphabetically.

Two Exhibitions, one of the annual value of £20 for two years, the other of the annual value of £15 for two years, will be competed for at the Honor Examination. For the regulations regarding these Exhibitions see p. 54.

Examination for the Diploma in Civil Engineering.

The Examination for the Diploma in Civil Engineering will embrace the following course:—Engineering, in all its branches; Mensuration, Levelling and Mapping; Mathematical Physics; Natural Philosophy, applied; Chemistry; Mineralogy, Geology, and Physical Geography. Each candidate will also be required to produce at this Examination the Field-notes and Drawings of a Survey made by him.

Candidates who have completed the Engineering Course may present themselves as candidates for the Diploma, either with Honors or without Honors.

The Examinations for the Diploma in Civil Engineering will commence on the last Tuesday in September, and end on the second Tuesday in October. The Honor Examination will precede the Pass.

Each Candidate must forward to the Secretary, on or before the 1st of September, notice of his intention to offer himself as a candidate, and will thereupon receive intimation of the days upon which his Examination will be held.

The candidates who pass with Honors will be arranged in three classes; the names in each class will be placed alphabetically.

Candidates who take a First Class will receive a Medal and Prize.

Candidates who take a Second Class will receive a Prize.

Candidates who take a Third Class will receive a Certificate of Honor.

Candidates are recommended to provide themselves with drawing instruments and materials, viz.:—a T square; pair of set squares; pair of compasses, with pen and pencil legs; drawing-pen; 12-inch scale, divided on one edge decimally to two chains to an inch, and on the other side, duodecimally to five feet to an inch; an offset scale 20 and 40; also pencils, papers, colours, &c.

Appendix D.

Regulations of the College.

DAYS AND HOURS OF LECTURES.

	Subjects.	Terms.	Mon.	Tues.	Wed.	Thurs.	Friday.	Sat.
1st Year	French,	1, 2, 3,	.	.	.	10	.	10
	German,	—	.	10	.	.	10	.
	Chemistry,	1, 2, 3,	12	.	12	.	12	.
	Mathematics (pass),	1, 2, 3,	1	.	1	.	1	.
	Mathematics (honor),	1, 2, 3,	.	1	.	1	.	.
	Geometrical Drawing,	1, 2, 3,	11	.	11	.	11	.
	Office Work,	1, 2, 3,	2	.	2	.	2	.
2nd Year	Civil Engineering,	1, 2, 3,	1	.	1	.	1	.
	Office Work,	1, 2, 3,	2	.	2	.	2	.
	Mathematical Physics (pass),	.	12	.	12	.	.	.
	Experimental Physics (pass),	1, 2, 3,	.	12	.	12	.	.
	Experimental Physics (honor),	1, 2, 3,	11	.	11	.	.	.
	Mathematical Physics (honor),	1, 2, 3,	.	10	.	10	.	.
	Mathematics (honor),	1, 2, 3,	12	.	12	.	12	.
	Mathematics (pass),	1, 2, 3,	.	1	.	1	.	.
3rd Year	Geology and Mineralogy,	1, 2, 3,	1	.	1	.	1	.
	Civil Engineering,	1, 2, 3,	12	.	12	.	12	.
	Office Work,	1, 2, 3,	2	.	2	.	2	.
	Natural Philosophy (applied),	1, 2, 3,	.	11	.	11	.	.

SCHOLARSHIPS.

Of the five Scholarships appropriated to the Department of Engineering, two are awarded to Students of the first year, two to Students of the second year, and one to a Student of the third year.

SUBJECTS OF EXAMINATION—FIRST YEAR.

The course prescribed for Science Scholarship of the first year.

For this course, see p. 36.

SECOND YEAR.

The course of Elementary Mathematics prescribed for the Science Scholarship of the second year, together with the courses of Chemistry, Modern Languages as prescribed for Literary Scholarship of second year, Office Work, and Geometrical Drawing prescribed in the course for Students in Engineering of the first year.

THIRD YEAR.

The courses of Mathematics, Mathematical and Experimental Physics, Mineralogy and Geology, Engineering and Office Work, prescribed to Honor Students of the second year.

INDIAN ENGINEERING ESTABLISHMENT.

The following notice has been issued by order of the Secretary of State for India, in Council:—

"India Office, September 27th, 1871.

"Notice is hereby given that appointments to the Indian Public Works Department, of Assistant Engineer, second grade, salary, 4,200 rs. (about £420) per annum, will be available in 1874 for such Candidates as may be found duly qualified."

Candidates who seek appointments in the Public Works Department in India must pass two Public Examinations; the first, a competitive examination, conducted by the Civil Service Commissioners, and called the Entrance Examination to the Cooper Hill College; the second, a qualifying examination, three years subsequently. No attendance at Cooper's Hill College is requisite for the above appointments.

APPENDIX.

PRIZES FOUNDED BY PUBLIC SUBSCRIPTION.

At a public meeting of the University in October, 1861, Sir Robert Peel offered the sum of £1,200 to found three exhibitions* of £40 each, to be competed for annually for ten years; and he expressed his desire that these prizes should be tenable along with the small Scholarships attached to the Queen's Colleges, in order that his benefaction might have the effect of increasing the value of the rewards provided for the most deserving students.

When announcing this munificent gift, Sir Robert Peel invited others to co-operate with him in thus endeavouring to promote United Education, without adding to the burden on the public purse; and his invitation met with so ready a response, that it became necessary to form a Committee, which should take charge of the subscriptions, and make regulations for the proper allocation of the funds. This Committee consisted of Sir Robert Peel, Bart., M.P. (*Chairman*); the Duke of Leinster; the Lord Talbot de Malahide, F.R.S.; the Right Honorable Abraham Brewster, M.A., Q.C.; Sir James Emerson Tennent, LL.D.; James Naper, D.L.; Alexander Thom, Esq.; Sir Benjamin Lee Guinness, Bart.; William Malcomson, Esq.; and G. Johnstone Stoney, M.A., F.R.S. (*Honorary Secretary*).

Prizes which have been founded.

This munificence on the part of the public has enabled the Committee to found the following prizes, to be competed for annually for ten years; and to place at interest a considerable sum†, which will accumulate and form the nucleus of a fund for continuing these most useful aids to learning beyond that time.

Exhibitions in the Faculty of Arts.

Three exhibitions of £20 a year for three years, three exhibitions of £15 a year for three years, and two exhibitions of £10 a year for three years, will be competed for annually in the Faculty of Arts. The three £20 exhibitions will be awarded to the candidates who stand foremost in order of merit from each College at the First University Examination in Arts; and the three £15 exhibitions to the candidates who stand second in order of merit from each College; provided that their names appear in the First Class of the division list at that examination. Of the two £10 exhibitions, one will be awarded to the best answerer in Mathematical Science, and the other to the best answerer in the Ancient Classics at the First University Examination. The £10 exhibitions are open to the competition of candidates from all the Colleges, and may be held along with one of the larger exhibitions.

Each candidate will be deemed a Student of that College in which he shall have attended the Lectures of the Second Session; and no Student will be admitted to the competition who shall have allowed more than a year to intervene between the time that he entered on the studies of the second year and the time of competition.

* This allocation was afterwards changed, and Sir Robert Peel's benefaction merged in the general fund, in order that it might aid in establishing the connected series of prizes which the support of the public has enabled the Committee to found.

† £1,980 has been already invested, and the sum reserved for accumulation will probably be soon raised to £3,000. It is the intention of the Committee to add to the reserve fund whatever further sums may be at their disposal from lapsed exhibitions or other sources; as it is very important that the assistance which is now being afforded for ten years to students in the Queen's Colleges should not be allowed to come abruptly to an end at the close of that period.

Appendix D.

Regulations of the College.

The first instalment of each exhibition will be paid at the time of competition; the second when the exhibitioner takes the Degree of B.A. in the Queen's University, provided he graduate with honors, and within two academic years; and the third when he takes the Degree of M.A. in the Queen's University, provided he obtain it within three academic years from the time of competition.

Exhibitions in the Faculty of Medicine.

Two exhibitions—one consisting of two instalments of £20 each, and the other of two instalments of £15 each—will be competed for annually in the Faculty of Medicine. These exhibitions will be awarded for proficiency in the non-professional part of the First University Examination in Medicine: the £20 exhibition to the best answerer absolutely, in whichever of the Colleges he may have been educated; and the £15 exhibition to the candidate who is first in order of merit of the competitors from the other two Colleges: provided that their names appear in the First Class of the division list at that examination.

Each candidate will be deemed a student of that College in which he shall have attended the lectures of the Second Session; and no student will be admitted to the competition who shall have allowed more than a year to intervene between the time that he entered on the studies of the second year and the time of competition.

The exhibitions in Medicine will be paid in two equal instalments: one at the time of competition; the other when the exhibitioner takes the Degree of M.D. in the Queen's University, provided that he graduate with honors, and within four academic years from the time of competition.

Exhibitions in the School of Engineering.

Two exhibitions—one of £20 a year for two years, and the other of £15 a year for two years—will be competed for annually in the School of Engineering. These exhibitions will be awarded at the First University Examination in Engineering: the £20 exhibition to the best answerer absolutely, in whichever of the Colleges he may have been educated; and the £15 exhibition to the candidate who is first in order of merit of the competitors from the other two Colleges: provided that their names appear in the First Class of the division list at that examination.

Each candidate will be deemed a student of that College in which he shall have attended the lectures of the Second Session; and no student will be admitted to the competition who shall have allowed more than a year to intervene between the time that he entered on the studies of the second year and the time of competition.

The first instalment of each exhibition will be paid at the time of competition; the other when the exhibitioner takes the Diploma in Engineering of the Queen's University, provided that he take honors with it, and obtain it within two academic years from the time of competition.

Prizes in Composition, open to the competition of Graduates and Undergraduates.

Two prizes for English prose composition—one of £10 worth of books and the other of £5 worth of books—have been founded, and are open to the competition of all members of the University who shall not have been graduated for more than three years at the time of competition, and who shall not have already twice obtained one or other of these prizes.

Prizes in Composition, open to the competition of all Undergraduates.

Regulations of the College.

Two prizes in composition—one for English prose, the other for Greek or Latin prose, and each consisting of £5 worth of books—have been founded, and are open to the competition of all undergraduates, provided that neither the English nor the Classical prize be awarded oftener than twice to any student.

Prize in Composition, limited to the competition of Undergraduates in Medicine.

A prize of £5 worth of books has been founded, for a thesis on a subject to be prescribed, and is limited to the competition of the undergraduates in Medicine who shall not have already twice received the prize.

The subjects on which the competitors for composition prizes are to write will be announced on or before the first of June in each year; the compositions, with fictitious signatures, are to be sent in to the Secretary of the University, on or before the first of the following September, and the successful competitors will be declared at the next public meeting of the University.

Prizes at Entrance.

Two prizes for English prose composition, and two prizes for Geometry, have been founded in each College, to be awarded annually at entrance: first prize for English prose composition, £3 worth of books; second do., £2 worth of books: first prize for Geometry, £3 worth of books; second do., £2 worth of books.

All the exhibitions and prizes now founded by public subscription shall be tenable along with any other scholarships, exhibitions, or prizes to which the successful competitors may be otherwise entitled.

Persons who wish to add to this Fund may find the following forms of use:—

FORM OF DONATION.

I enclose Pounds sterling, and desire that this sum be expended in founding Exhibitions or other Prizes to encourage learning and promote industry among the Students and Graduates of the Queen's University in Ireland.

Dated at this day of , 186

(Signed),

To the Right Honorable
Sir ROBERT PEEL, Bart.,
Chairman of the Committee for augmenting the Endowments of the Queen's Colleges.

FORM OF SUBSCRIPTION FOR A TERM OF YEARS.

I enclose as the First Instalment of my Subscription to the *Fund for the Endowment of Prizes, in connexion with the Queen's University in Ireland*, and I will cause an equal sum to be lodged in the Bank of Ireland to the credit of the same Fund, before the first of January in *each* of the next years.

Dated this day of , 186

(Signed),

To the Right Honorable
Sir ROBERT PEEL, Bart.,
Chairman of the Committee for augmenting the Endowments of the Queen's Colleges.

Appendix D.

Regulations of the College.

Examinations for the Civil Service of India.

Regulations for the Open Competition of 1873.*

1. On Tuesday, 1st April, 1873, and following days, an examination of candidates will be held in London. At this examination not fewer than candidates will be selected, if so many shall be found duly qualified. Of these will be selected for the Presidency of Bengal [for the Upper Provinces, and for the Lower Provinces], for that of Madras, and for that of Bombay.†—Notice will hereafter be given of the days and place of examination.

2. Any person desirous of competing at this examination, must produce to the Civil Service Commissioners, before the 1st of February, 1873, evidence showing—

(*a.*) That he is a natural born subject of Her Majesty.

(*b.*) That his age on the 1st March, 1873, will be above seventeen years and under twenty-one years. [*N.B.—In the case of Natives of India this must be certified by the Government of India, or of the Presidency or Province in which the Candidate may have resided.*]

(*c.*) That he has no disease, constitutional affection, or bodily infirmity, unfitting him, or likely to unfit him, for the Civil Service of India.‡

(*d.*) That he is of good moral character;

and must also, before the 1st February, 1873, pay to the said Commissioners such fee as the Secretary of State for India may prescribe.§

3. Should the evidence upon the above points be *prima facie* satisfactory to the Civil Service Commissioners, the Candidate will, upon payment of the prescribed fee, be admitted to the Examination. The Commissioners may, however, in their discretion, at any time prior to the grant of the Certificate of Qualification hereinafter referred to, institute such further inquiries as they may deem necessary; and if the result of such inquiries, in the case of any Candidate, should be unsatisfactory to them in any of the above respects, he will be ineligible for admission to the Civil Service of India, and if already selected, will be removed from the position of a Probationer.

4. The examination will take place only in the following branches of knowledge:—

	Marks.
English Composition,	500
History of England, including that of the Laws and Constitution,	500
English Language and Literature,	500
Language, Literature, and History of Greece,	750
" " Rome,	750
" " France,	375
" " Germany,	375
" " Italy,	375
Mathematics, Pure and Mixed,	1,250
Natural Science; that is, (1.) Chemistry, including Heat, (2.) Electricity and Magnetism, (3.) Geology and Mineralogy, (4.) Zoology, (5.) Botany,	1,000
*** The total (1,000 marks) may be obtained by adequate proficiency in any two or more of the five branches of science included under this head.	
Moral Sciences; that is, Logic, Mental and Moral Philosophy,	500
Sanskrit Language and Literature,	500
Arabic Language and Literature,	500

* The regulations are liable to be altered in future years.

† The number of appointments to be made, and the number in each Presidency, &c., will be announced hereafter.

‡ Evidence of health and character must bear date not earlier than the 1st January, 1871.

§ The Fee for this Examination will be £5.

Regulations of the College.

Candidates are at liberty to name, before February 1, 1873, any or all of these branches of knowledge. No subjects are *obligatory*.

5. The merit of the persons examined will be estimated by marks, and the number set opposite to each branch in the preceding regulation denotes the greatest number of marks that can be obtained in respect of it.

6. No candidate will be allowed any marks in respect of any subject of examination unless he shall be considered to possess a *competent knowledge* of that subject.*

7. The examination will be conducted by means of printed questions and written answers, and by *vivâ voce* examination, as may be deemed necessary.

8. The marks obtained by each candidate, in respect of each of the subjects in which he shall have been examined, will be added up, and the names of the candidates who shall have obtained a greater aggregate number of marks than any of the remaining candidates will be set forth in order of merit, and such candidates shall be deemed to be selected candidates for the Civil Service of India, provided they appear to be in other respects duly qualified; and shall be permitted to choose,† according to the order in which they stand, as long as a choice remains, the Presidency (and in Bengal, the division of the Presidency) to which they shall be appointed. Should any of the selected candidates become disqualified, the Secretary of State for India will determine whether the vacancy thus created shall be filled up or not. In the former case, the candidate next in order of merit and in other respects duly qualified, shall be deemed to be a selected candidate.

9. Selected candidates before proceeding to India will be on probation for two years, during which time they will be examined periodically, with the view of testing their progress in the following subjects‡:—

	Marks.
1. Oriental Languages:—	
Sanskrit,	500
Vernacular§ Languages of India (each),	400
2. The History and Geography of India,	350
3. Law,	1,250
4. Political Economy,	350

In these examinations, as in the open competition, the merit of the candidates examined will be estimated by marks, and the number set opposite to each subject denotes the greatest number of marks that can be obtained in respect of it at any one examination. The examination will be conducted by means of printed questions and written answers, and by *vivâ voce* examination, as may be deemed necessary. The last of these examinations will be held at the close of the second year of probation, and will be called the "Final Examination," at which it will be decided whether a selected candidate is qualified for the Civil Service of India.

10. Any candidate who, at any of the periodical Examinations, shall appear to have wilfully neglected his studies, or to be physically incapacitated for pursuing the prescribed course of training, will be liable to have his name removed from the list of selected candidates.

* "Nothing can be further from our wish than to hold out premiums for knowledge of wide surface and of small depth. *We are of opinion that a candidate ought to be allowed no credit at all for taking up a subject in which he is a mere smatterer.*"—Report of Committee of 1854. A deduction of marks will be made under each subject, *including Mathematics*.

† This right must be exercised immediately after the result of the examination is announced, on such day as may be fixed by the Civil Service Commissioners.

‡ Full instructions as to the course of study to be pursued will be issued to the successful candidates as soon as possible after the result of the open competition is declared.

§ Including, besides the languages prescribed for the several Presidencies, such other languages as may, with the approval of the Commissioners, be taken up as subjects of examination.

Appendix D.

Regulations of the College.

11. The selected candidates who at the Final Examination shall be found to have a competent knowledge of the subjects specified in Regulation 9, and who shall have satisfied the Civil Service Commissioners of their eligibility in respect of age, health, and character, shall be certified by the said Commissioners to be entitled to be appointed to the Civil Service of India, provided they shall comply with the regulations in force, at the time, for that Service.

12. Applications from persons desirous to be admitted as candidates are to be addressed to the Secretary to the Civil Service Commissioners, London, S.W., from whom the proper form for the purpose may be obtained.

The Civil Service Commissioners are authorized by the Secretary of State for India in Council to make the following announcements:—

1. Selected Candidates will be permitted to choose,* according to the order in which they stand in the list resulting from the open competition as long as a choice remains, the Presidency (and in Bengal the Division of the Presidency) to which they shall be appointed, but this choice will be subject to a different arrangement, should the Secretary of State or Government of India deem it necessary.

2. No Candidate will be permitted to proceed to India before he shall have passed the Final Examination and received a certificate of qualification from the Civil Service Commissioners, or after he shall have attained the age of twenty-four years.

3. The seniority in the Civil Service of India of the selected candidates shall be determined according to the order in which they stand on the list resulting from the Final Examination.

4. It is the intention of the Secretary of State to allow the sum of £50 after each of the three first half years of probation, and £150 after the last half-year, to each selected candidate who shall have passed the required Examinations to the satisfaction of the Commissioners, and shall have complied with such rules as may be laid down for the guidance of selected candidates.

5. All selected candidates will be required, after having passed the second periodical Examination, to attend at the India Office for the purpose of entering into an agreement binding themselves, amongst other things, to refund in certain cases the amount of their allowance in the event of their failing to proceed to India. For a candidate under age a surety will be required.

6. After passing the Final Examination, each candidate will be required to attend again at the India Office, with the view of entering into covenants and giving a bond for £1,000, jointly with two sureties, for the due fulfilment of the same. The stamps payable on these documents amount to £1 10*s*.

7. Candidates rejected at the Final Examination of 1873 will in no case be allowed to present themselves for re-examination.

Rules of the Honorable Society of King's Inns, with regard to the Admission of Students into the Society, and to the Degree of Barrister-at-Law.

Admission of Students.

I.—That every person applying to be admitted a Student into this Society shall, in order thereto, present at the Under-Treasurer's Office, three clear days at the least before the first day of term, a memorial in

* This choice must be exercised immediately after the result of the open competition is announced, on such day as may be fixed by the Civil Service Commissioners.

the printed form adopted by the Benchers, which memorial is to be signed and lodged by the person applying to be admitted Student, and the certificate annexed thereto, signed by a practising Barrister of at least ten years' standing.

II.—That every person applying to be admitted a Student, shall pay the sum of one guinea upon application for the form of memorial.

III.—That every person applying to be admitted a Student, on presenting such memorial, shall produce a certificate of having paid at the Stamp Office, the stamp duty of twenty-five pounds sterling, and also pay to the Under-Treasurer the sum of twenty-two pounds ten shillings, including five pounds five shillings for admission to the Library, and five pounds five shillings for Professor's fees—the balance being the fee for admission into the Society as a Student.

IV.—That every Student shall, in addition to the sum of five guineas, Professors' fees paid on admission, also pay the sum of five guineas Professors' fees for every year after the first year, during which he shall attend the lectures of the Professors of the King's Inns.

V.—That every person applying to be admitted a Student, who shall be a graduate or undergraduate of any University, or who shall be a Student of any of the Inns of Court in England, having passed the preliminary examination therein, shall be entitled to be admitted a Student without passing a preliminary examination.

VI.—That every other person applying to be admitted a Student, shall before such admission as a Student, have satisfactorily passed an examination in the following subjects, viz.:—

Latin:—

Cæsar—Commentaries, Books I. and II.
Virgil—Æneid, Books I. to VI.
Horace—Odes, Book I.; Satires and Epistles.

English History:—

The Student's Hume, or, The Abridgment of Lingard's History of England.

English Language and Literature:—

1. English Grammar; Selections from Latham's History of the English Language.
2. The Student's Manual of English Literature.
3. Any three of the following subjects at the Student's election:—
   a. Chaucer—Prologue and Knighte's Tale (Clarendon Press Series).
   b. Spenser's Faërie Queene, Book I. (Clarendon Press Series).
   c. Any three of the following Plays of Shakespere: Julius Cæsar, Macbeth, Hamlet, King John, Henry V., Richard II., Othello, Midsummer's Night Dream, Romeo and Juliet.
   d. Milton's Paradise Lost, omitting Books 5–8, and The Sonnets.
   e. Bacon's Essays: Of Truth, Of Adversity, Of Revenge, Of Atheism, Of Superstition, Of Travel, Of Innovation, Of Nature in Man, Of Building, Of Studies.
   f. Dryden—Absalom and Achitophel, and Religio Laici, or, The Hind and the Panther.
   g. Pope's Essay on Man, and Rape of the Lock.
   h. Byron—Childe Harold.
   i. Tennyson's lesser Poems, as in Edition of 1852, or The Arthurian Legends.
   j. Johnson's Lives of Milton, Dryden, Pope, and Addison.
   k. Macaulay's Essays on Warren Hastings, and Lord Clive, or on Frederick II. (of Prussia), and Lord Chatham.

Keeping Terms.

VII.—That every Student shall keep eight Terms' Commons in the Dining Hall of the Society, and four Terms' Commons in one of the Four Inns of Court in London, and shall be eligible to be called to the Bar in his twelfth term.

VIII.—That every Student shall be enabled to keep terms by dining in the Hall of the Society on two days at least in the term, one day in

Appendix D. — Regulations of the College.

the half week commencing on Monday, and one day in the half week commencing on Thursday. No day's attendance in the Hall shall be available for the purpose of keeping term, unless the Student attending shall have been present at the grace before dinner, during the whole of dinner, and until the concluding grace shall have been said.

EDUCATIONAL QUALIFICATIONS.

IX.—That no Student shall be eligible to be called to the Bar who shall not have complied with the following requisites:—

1. Attendance for three whole years at the lectures* of the Professors of the King's Inns. Two courses of lectures to be attended during each year. The Student must produce the certificate of the Professors whose lectures he has attended of such attendance, and of having passed the examination at the end of each course;

or,

2. Attendance for two whole years at the lectures of the Professors of the King's Inns. Two courses of lectures to be attended during each year. The Student to produce the certificate of the Professor whose lectures he has attended of such attendance, and of having passed the examination at the end of each course.

And, in addition, any one of the three following requisites:—

a. Attendance for one year upon two courses of lectures of the Professors of Law in the University of Dublin, Oxford, Cambridge, London, or any of the Colleges of the Queen's University in Ireland.

b. Attendance for one whole year upon the lectures of any two of the Readers in the Inns of Court in England, and passing the examination at the end of each course.

c. Attendance for one whole year as a pupil in the chambers of some practising Barrister in Dublin, or some practising Barrister, Conveyancer, or Special Pleader in London;

or,

3. Attendance for one whole year at the lectures of the Professors of the King's Inns. Two courses of lectures to be attended during the year. The student to produce the certificate of the Professor whose lectures he has attended of such attendance; and in addition the following requisite, viz., production by the Student of the degree of A.B. in the Queen's University, and of certificates of having attended two whole years' courses of lectures of the Law Professors in any of the Queen's Colleges, and of having passed the examinations held by said Professors at the end of each of such years.

The above rule (3) to be retrospective in its operation.

Note.—The word Student† in the above rule (3) shall mean "any person who is admitted as a Student of the King's Inns at any time within one year after he has completed his legal course in any of the Colleges of the Queen's University."

The three years of study above required are not necessarily to be consecutive.

4. In addition to No. 1, No. 2, or No. 3, every Student must pass the General Examination.

X.—That the General Examination required to be passed by all Students before call to the Bar shall be in any three of the following groups of subjects, viz:—1. Jurisprudence, Civil and International Law;

* The subjects of the lectures are published before Hilary, Easter, and Michaelmas Sessions in each year. The three sessions form a course.

† In all other cases the word Student means a person admitted as a Student of the King's Inns.

2. Real Property; 3. Equity; 4. Common Law; 5. History of Law, Constitutional Law, and Criminal Law. That the Prize Examination shall be in all the subjects.*

XI.—That the General Examinations shall be held in the second week of the Easter vacation, and the second week in December in every year.

XII. That an exhibition of twenty guineas per annum to continue for a period of three years shall be conferred on the most distinguished Student at each General Examination; and he shall also be entitled, if so recommended by the Members of the Education Committee, attending at such examination, to be excused from keeping two of the terms in Ireland, and which would otherwise be required for his admission to the Bar.

XIII.—That a prize of twenty guineas shall be conferred on the Student obtaining the second position; and he shall also be entitled, if so recommended by the Members of the Education Committee attending at such examination, to be excused from keeping one of the terms in Ireland, and which would otherwise be required for his admission to the Bar.

XIV.—The Benchers, however, reserve to themselves a discretion of withholding an exhibition or prize in case the Education Committee report that they do not consider the answering sufficiently meritorious. The Examiners may give special certificates of honor to Students failing to obtain the first or second prize, where the answering of any Students may merit such distinction.

XV.—That the list of all the Students passing the General Examination, and arranged in the order of merit, and stating the exhibitions, prizes, privileges, and distinctions conferred on them, respectively, shall be placed in the Hall of the Four Courts, in the Law Library, and in the Lecture Room of the King's Inns.

XVI.—That at any call to the Bar, those Students who have passed the General Examination, and who have obtained exhibitions or prizes thereat, shall take rank in seniority over all other Students who shall be called on the same day, and those who have obtained exhibitions or prizes shall take rank respectively in seniority, according to the rank and date of the exhibitions or prizes obtained by them.

XVII.—That the Students intending to present themselves at the General Examination shall give in their names at the Under-Treasurer's Office, seven clear days before the day of holding such Examination.

Calling to the Bar.

XVIII.—Every Student, having complied with the foregoing rules, desiring to be admitted to the degree of a Barrister-at-Law, and being of the full age of twenty-one years, shall present a memorial, in the printed form adopted by the Benchers, at the Under-Treasurer's Office, three clear days, at the least, before the first day of term, said memorial to be signed by the Student himself; the certificate annexed thereto to be signed by a practising Barrister of at least ten years' standing, and the declaration at foot thereof by a Bencher.

XIX.—Every Student so applying for admission to the degree of a Barrister-at-Law, shall, on presenting his said memorial, pay to the Under-Treasurer the sum of forty pounds, being the payment to the Society thereon, and lodge at the same time a certificate of having paid fifty pounds stamp duty at the Stamp Office, certificates of having complied with the requisites prescribed by rule IX., and a certificate of having kept the requisite number of terms from one of the Inns of Court in England.

* The rules which regulate the times, place, and subjects of examination are published at least three months before the examination, and can be procured at the Office of the Under-Treasurer.

Appendix E, Scholarship Examinations.

APPENDIX E.

SELECTIONS FROM SCHOLARSHIP EXAMINATION PAPERS, 1874–75.

FIRST YEAR'S SCHOLARSHIPS.

LITERARY SCHOLARSHIPS.

GREEK.—*Examiner, Professor D'Arcy Thompson,* M.A.

1. Translate the following passages :—

(*a.*) ναὶ δὴ ταῦτά γε πάντα, γέρον, κατὰ μοῖραν ἔειπες.
ἀλλ' ὅδ' ἀνὴρ ἐθέλει περὶ πάντων ἔμμεναι ἄλλων,
πάντων μὲν κρατέειν ἐθέλει, πάντεσσι δ' ἀνάσσειν,
πᾶσι δὲ σημαίνειν, ἅ τιν' οὐ πείσεσθαι ὀΐω.
εἰ δέ μιν αἰχμητὴν ἔθεσαν θεοὶ αἰὲν ἐόντες,
τοὔνεκά οἱ προθέουσιν ὀνείδεα μυθήσασθαι;

Iliad, I., 286–291.

(*b.*) πολλάκι γάρ σεο πατρὸς ἐνὶ μεγάροισιν ἄκουσα
εὐχομένης, ὅτ' ἔφησθα κελαινεφέϊ Κρονίωνι
οἴῃ ἐν ἀθανάτοισιν ἀεικέα λοιγὸν ἀμῦναι,
ὁππότε μιν ξυνδῆσαι Ὀλύμπιοι ἤθελον ἄλλοι,
Ἥρη τ' ἠδὲ Ποσειδάων καὶ Παλλὰς Ἀθήνη.
ἀλλὰ σὺ τόνγ' ἐλθοῦσα, θεά, ὑπελύσαο δεσμῶν,
ὦχ' ἑκατόγχειρον καλέσασ' ἐς μακρὸν Ὄλυμπον,
ὃν Βριάρεων καλέουσι θεοί, ἄνδρες δὲ τε πάντες
Αἰγαίων'—ὁ γὰρ αὖτε βίῃ οὗ πατρὸς ἀμείνων—
ὅς ῥα παρὰ Κρονίωνι καθέζετο, κύδεϊ γαίων·
τὸν καὶ ὑπέδδεισαν μάκαρες θεοὶ οὐδέ τ' ἔδησαν.
τῶν νῦν μιν μνήσασα παρέζεο καὶ λαβὲ γούνων,
αἴ κέν πως ἐθέλῃσιν ἐπὶ Τρώεσσιν ἀρῆξαι,
τοὺς δὲ κατὰ πρύμνας τε καὶ ἀμφ' ἅλα ἔλσαι Ἀχαιοὺς
κτεινομένους, ἵνα πάντες ἐπαύρωνται βασιλῆος,
γνῷ δὲ καὶ Ἀτρεΐδης εὐρυκρείων Ἀγαμέμνων
ἣν ἄτην, ὅτ' ἄριστον Ἀχαιῶν οὐδὲν ἔτισεν.

Ibid., I., 396–412.

What is the object to ἔδησαν, in the eleventh line above?

(*c.*) ἦ μὴν καὶ πόνος ἐστὶν ἀνιηθέντα νέεσθαι.
καὶ γάρ τίς θ' ἕνα μῆνα μένων ἀπὸ ἧς ἀλόχοιο
ἀσχαλάᾳ σὺν νηῒ πολυζύγῳ, ὄνπερ ἄελλαι
χειμέριαι εἰλέωσιν ὀρινομένη τε θάλασσα·
ἡμῖν δ' εἰνατός ἐστι περιτροπέων ἐνιαυτὸς
ἐνθάδε μιμνόντεσσι. τῷ οὐ νεμεσίζομ' Ἀχαιοὺς
ἀσχαλάαν παρὰ νηυσὶ κορωνίσιν· ἀλλὰ καὶ ἔμπης
αἰσχρὸν τοι δηρόν τε μένειν κενεόν τε νέεσθαι.
τλῆτε, φίλοι, καὶ μείνατ' ἐπὶ χρόνον, ὄφρα δαῶμεν
ἢ ἐτεὸν Κάλχας μαντεύεται, ἠὲ καὶ οὐκί.

Iliad, II., 291–300.

(*d.*) Give the Attic equivalents for the following words and expressions :—προθέουσι—δέχθαι—Ἴλιον εἴσω—σαώσεις—δόμεναι—ἐπεί—μητίετα—τίπτε—ὑπελύσαο.

(*e.*) Give the meaning, and, where requisite, the derivation or component parts, of the following :—πανσυδίῃ—βάσκω—νηγάτεος—ἀμβρόσιος—μέδων—Ἀργειφόντης—βοτρυδόν—Ἀτρυτώνη—φολκός—δαφοινός—πλατάνιστος—κατανεῦσαι.

2. Translate the following :—

ἡμεῖς μὲν οὖν δοῦλοί τε κἀσθενεῖς ἴσως·
ἀλλ' οἱ θεοὶ σθένουσι χὠ κείνων κρατῶν
νόμος· νόμῳ γὰρ τοὺς θεοὺς ἡγούμεθα,
καὶ ζῶμεν ἄδικα καὶ δίκαι' ὡρισμένοι·
ὃς εἰς σ' ἀνελθὼν εἰ διαφθαρήσεται,
καὶ μὴ δίκην δώσουσιν οἵτινες ξένους
κτείνουσιν ἢ θεῶν ἱερὰ τολμῶσιν φέρειν,
οὐκ ἔστιν οὐδὲν τῶν ἐν ἀνθρώποις ἴσον.
ταῦτ' οὖν ἐν αἰσχρῷ θέμενος αἰδέσθητί με·
οἴκτειρον ἡμᾶς, ὡς γραφεὺς τ' ἀποσταθεὶς
ἰδοῦ με κἀνάθρησον οἷ' ἔχω κακά.
τύραννος ἦν ποτ', ἀλλὰ νῦν δούλη σέθεν,
εὔπαις ποτ' οὖσα, νῦν δὲ γραῦς ἄπαις θ' ἅμα,
ἄπολις, ἔρημος, ἀθλιωτάτη βροτῶν.
οἴμοι τάλαινα, ποῖ μ' ὑπεξάγεις πόδα;
ἔοικα πράξειν οὐδέν· ὦ τάλαιν' ἐγώ.
τί δῆτα θνητοὶ τἄλλα μὲν μαθήματα
μοχθοῦμεν ὡς χρὴ πάντα καὶ μαστεύομεν,
πειθὼ δὲ τὴν τύραννον ἀνθρώποις μόνην
οὐδέν τι μᾶλλον ἐς τέλος σπουδάζομεν
μισθοὺς διδόντες μανθάνειν, ἵν' ἦν ποτε
πείθειν ἃ τις βούλοιτο τυγχάνειν θ' ἅμα;
πῶς οὖν ἔτ' ἄν τις ἐλπίσαι πράξειν καλῶς;
οἱ μὲν τοσοῦτοι παῖδες οὐκέτ' εἰσί μοι,
αὐτὴ δ' ἐπ' αἰσχροῖς αἰχμάλωτος οἴχομαι·
καπνὸν δὲ πόλεως τόνδ' ὑπερθρώσκονθ' ὁρῶ.

EURIPIDES—*Hecuba*, 798–823.

(*a.*) Give the first persons singular of the principal tenses of the verbs to which the following belong :—*ἀνελθών*—*διαφθαρήσεται*—*δώσουσιν*—*κτείνουσιν*—*φέρειν*—*θέμενος*—*ἰδοῦ*—*τυγχάνειν*—*ὁρῶ*.

(*b.*) Compare the following adjectives :—*ἀσθενής*—*τάλας*—*αἰσχρός*.

(*c.*) Explain the full force of *ἵνα ἦν* in the last line but five, above.

3. (*a.*) Draw a map of Asia Minor, marking out the principal divisions, the chief rivers, the chief mountains or mountain-ranges, and the principal coast towns.

(*b.*) Enumerate the cities situated on the southerly or south-westerly coast of Sicily.

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1. Translate the following :—

(*a.*) *πολὺ δὲ μᾶλλον ὁ Κλέαρχος ἔσπευδεν, ὑποπτεύων μὴ ἀεὶ οὕτω πλήρεις εἶναι τὰς τάφρους ὕδατος· οὐ γὰρ ἦν ὥρα οἷα τὸ πεδίον ἄρδειν· ἀλλ' ἵνα ἤδη πολλὰ προφαίνοιτο τοῖς Ἕλλησι δεινὰ εἰς τὴν πορείαν, τούτου ἕνεκα βασιλέα ὑπώπτευεν ἐπὶ τὸ πεδίον τὸ ὕδωρ ἀφεικέναι.*[1] *πορευόμενοι δὲ ἀφίκοντο*[1] *εἰς κώμας ὅθεν ἀπέδειξαν*[1] *οἱ ἡγεμόνες λαμβάνειν τὰ ἐπιτήδεια. ἐνῆν δὲ σῖτος πολὺς καὶ οἶνος φοινίκων καὶ ὄζος ἑψητὸν ἀπὸ τῶν αὐτῶν. αὐταὶ δὲ αἱ βάλανοι τῶν φοινίκων οἷας μὲν ἐν τοῖς Ἕλλησιν ἔστιν ἰδεῖν τοῖς οἰκέταις ἀπέκειντο, αἱ δὲ τοῖς δεσπόταις ἀποκείμεναι ἦσαν ἀπόλεκτοι, θαυμάσιαι τὸ κάλλος καὶ τὸ μέγεθος, ἡ δὲ ὄψις ἡλέκτρου οὐδὲν διέφερε·*[1] *τὰς δέ τινας ξηραίνοντες τραγήματα ἀπετίθεσαν. καὶ ἦν καὶ παρὰ πότον ἡδὺ μέν, κεφαλαλγὲς δέ. ἐνταῦθα καὶ τὸν ἐγκέφαλον τοῦ φοίνικος πρῶτον ἔφαγον οἱ στρατιῶται, καὶ οἱ πολλοὶ ἐθαύμασαν τό τε εἶδος καὶ τὴν ἰδιότητα τῆς ἡδονῆς. ἦν δὲ σφόδρα καὶ τοῦτο κεφαλαλγές. ὁ δὲ φοῖνιξ ὅθεν ἐξαιρεθείη*[1] *ὁ ἐγκέφαλος ὅλος αὐαίνετο.*

XENOPHON—*Anabasis*, II., iii., 13–16.

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(*b.*) *πρὸς ταῦτα μεταστάντες οἱ Ἕλληνες ἐβουλεύοντο· καὶ ἀπεκρίναντο,* Κλέαρχος *δ' ἔλεγεν· ἡμεῖς οὔτε συνήλθομεν ὡς βασιλεῖ πολεμήσοντες οὔτ' ἐπορευόμεθα ἐπὶ βασιλέα, ἀλλὰ πολλὰς προφάσεις Κῦρος εὕρισκεν,*[1] *ὡς καὶ σὺ εὖ οἶσθα, ἵνα ὑμᾶς τε ἀπαρασκευάστους λάβοι καὶ ἡμᾶς ἐνθάδε ἀναγάγοι. ἐπεὶ μέντοι ἤδη αὐτὸν ἐωρῶμεν*[1] *ἐν δεινῷ ὄντα, ᾐσχύνθημεν καὶ θεοὺς καὶ ἀνθρώπους προδοῦναι αὐτόν, ἐν τῷ πρόσθεν χρόνῳ παρέχοντες ἡμᾶς αὐτοὺς εὖ ποιεῖν. ἐπεὶ δὲ* Κῦρος *τέθνηκεν,*[1] *οὔτε βασιλεῖ ἀντιποιούμεθα τῆς ἀρχῆς οὔτ' ἔστιν ὅτου ἕνεκα βουλοίμεθ' ἂν τὴν βασιλέως χώραν κακῶς ποιεῖν, οὐδ' αὐτὸν ἀποκτεῖναι*[1] *ἂν ἐθέλοιμεν, πορευοίμεθα δ' ἂν οἴκαδε, εἴ τις ἡμᾶς μὴ λυποίη· ἀδικοῦντα μέντοι πειρασόμεθα σὺν τοῖς θεοῖς ἀμύνασθαι· ἐὰν μέντοι τις ἡμᾶς καὶ εὖ ποιῶν ὑπάρχῃ, καὶ τούτου εἷς γε δύναμιν οὐκ ἠττησόμεθα εὖ ποιοῦντες.*

Ibid., II., iii., 21–23.

Parse the verbs in the above passages to which the figure (1) is affixed; giving the first persons singular of the chief tenses of each.

2. Render into Greek the following sentences:—

(*a.*) The generals withdrew and took counsel together.
(*b.*) The soldiers marched the whole day.
(*c.*) The king laid waste the upper country.
(*d.*) I am stronger than you; but you are wiser than I.
(*e.*) The man is wiser than ever.
(*f.*) We must all set about the task at once.
(*g.*) If I can be present, I will be present.
(*h.*) If I could find the money, I would restore it to you.
(*i.*) If I had seen the man, I should have given him the letter.
(*j.*) You do not wish to go away, do you?
(*k.*) You do wish to come back, do you not?
(*l.*) The Athenians condemned the philosopher to death on the charge of impiety.

3. Give brief biographical accounts of Aristomenes, Pisistratus, Themistocles, Nicias, Epaminondas, Phocion.

LATIN.—*Examiner, Professor Maguire,* LL.D.

Translate carefully:—

VIRGIL—*Aeneid* II., 402–424.

Ecce trahebatur passis Priameia virgo
Crinibus a templo Cassandra adytisque Minervae,
Ad coelum tendens ardentia lumina frustra,
Lumina, nam teneras arcebant vincula palmas.
Non tulit hanc speciem furiata mente Coroebus,
Et sese medium iniecit periturus in agmen:
Consequimur cuncti et densis incurrimus armis.
Hic primum ex alto delubri culmine telis
Nostrorum obruimur, oriturque miserrima caedes
Armorum facie et Graiarum errore iubarum.
Tum Danai gemitu atque ereptae virginis ira
Undique collecti invadunt, acerrimus Aiax,
Et gemini Atridae, Dolopumque exercitus omnis:
Adversi rupto ceu quondam turbine venti
Confligunt Zephyrusque Notusque et laetus Eois
Eurus equis, stridunt silvae, saevitque tridenti
Spumeus atque imo Nereus ciet aequora fundo.
Illi etiam, si quos obscura nocte per umbram
Fudimus insidiis totaque agitavimus urbe,
Apparent, primi clipeos mentitaque tela
Agnoscunt, atque ora sono discordia signant.
Ilicet obruimur numero.

HORACE—*Odes* II., 6.

Septimi, Gades aditure mecum et
Cantabrum indoctum iuga ferre nostra et
Barbaras Syrtes, ubi Maura semper
Aestuat unda,

Tibur Argeo positum colono
Sit meae sedes utinam senectae,
Sit modus lasso maris et viarum
Militiaeque.

Unde si Parcae prohibent iniquae,
Dulce pellitis ovibus Galaesi
Flumen et regnata petam Laconi
Rura Phalanto.

Ille terrarum mihi praeter omnes
Angulus ridet, ubi non Hymetto
Mella decedunt viridique certat
Bacca Venafro ;

Ver ubi longum tepidasque praebet
Iuppiter brumas, et amicus Aulon
Fertili Baccho minimum Falernis
Invidet uvis.

Ille te mecum locus et beatae
Postulant arces ; ibi tu calentem
Debita sparges lacrima favillam
Vatis amici.

HORACE—*Satires* I., vi., 92–106.

Longe mea discrepat istis
Et vox et ratio : nam si natura iuberet
A certis annis aevum remeare peractum
Atque alios legere ad fastum quoscunque parentes ;
Optaret sibi quisque, meis contentus honestos
Fascibus et sellis nollem mihi sumere, demens
Iudicio vulgi, sanus fortasse tuo, quod
Nollem onus haud unquam solitus portare molestum.
Nam mihi continuo maior quaerenda foret res
Atque salutandi plures, ducendus et unus
Et comes alter, uti ne solus rusve peregreve
Exirem, plures calones atque caballi
Pascendi, ducenda petorrita. Nunc mihi curto
Ire licet mulo vel si libet usque Tarentum,
Mantica cui lumbos onere ulceret atque eques armos.

LIVY I., 21.

Lucus erat, quem medium ex opaco specu fons perenni rigabat aqua ; quo quia se persaepe Numa sine arbitris velut ad congressum deae inferebat, Camenis eum lucum sacravit, quod earum ibi concilia cum coniuge sua Egeria essent. Et soli Fidei sollemne instituit. Ad id sacrarium flamines bigis curru arcuato vehi iussit, manuque ad digitos usque involuta rem divinam facere, significantes fidem tutandam sedemque eius etiam in dextris sacratam esse. Multa alia sacrificia locaque sacris faciendis, quae Argeos pontifices vocant, dedicavit. Omnium

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tamen maximum eius operum fuit tutela per omne regni tempus haud minor pacis quam regni. Ita duo deinceps reges, alius alia via, ille bello hic pace, civitatem auxerunt. Romulus septem et triginta regnavit annos, Numa tres et quadraginta. Cum valida tum temperata et belli et pacis artibus erat civitas.

SALLUST—*Catiline*, 10.

Sed ubi labore atque iustitia respublica crevit, reges magni bello domiti, nationes ferae et populi ingentes vi subacti, Carthago aemula imperii Romani ab stirpe interiit, cuncta maria terraeque patebant, saevire fortuna ac miscere omnia coepit. Qui labores, pericula, dubias atque asperas res facile toleraverant, iis otium divitiaeque, optanda aliis, oneri miseriaeque fuere. Igitur primo pecuniae, deinde imperii cupido crevit; ea quasi materies omnium malorum fuere. Namque avaritia fidem, probitatem ceterasque artes bonas subvertit; pro his superbiam, crudelitatem, deos neglegere, omnia venalia habere edocuit; ambitio multos mortalis falsos fieri subegit; aliud clausum in pectore, aliud in lingua promptum habere; amicitias inimicitiasque non ex re sed ex commodo aestumare magisque voltum quam ingenium bonum habere. Haec primo paulatim crescere, interdum vindicari, post, ubi contagio quasi pestilentia invasit, civitas immutata, imperium ex iustissumo atque optumo crudele intolerandumque factum.

Mention any older forms of Latin occurring in Sallust.

Translate into Latin prose :—

In his sleep, so he told Silenus, he fancied that the supreme god of his fathers had called him into the presence of all the gods of Carthage, who were sitting on their thrones in council. There he received a solemn charge to invade Italy; and one of the heavenly council went with him and with his army, to guide him on his way. He went on, and his divine guide commanded him, "See that thou look not behind thee." But after a while, impatient of the restraint, he turned to look back; and then he beheld a huge and monstrous form, thick set all over with serpents; wherever it moved, orchards and woods and houses fell crashing before it. He asked his guide in wonder what that monster form was. The god answered, "Thou seest the desolation of Italy; go on thy way, straight forwards, and cast no look behind."

*** Candidates were also examined *viva voce* in Cic. pro Lege Manilia.

ENGLISH COMPOSITION, AND OUTLINES OF GRECIAN AND ROMAN HISTORY, AND OF ANCIENT AND MODERN GEOGRAPHY.

Professor Moffett, LL.D.

As an exercise in Composition, suppose a friend has asked your advice as to the education of his son, a boy about twelve years of age; and write a letter in answer to that request.

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1. To as many as you can of the following names (which are not here set down in chronological order), add a note, indicating about what time the person lived, and for what he was remarkable :—

Lysander, Sulla, Pericles, Cornelius Gracchus, Xerxes, Cicero, Demosthenes, Scipio (the Elder), Regulus.

2. Give the dates, and describe the results of the following battles :— Cunaxa, Chaeronea, Arbela, Zama, Leuctra, Philippi, Actium.
3. State generally the nature of Solon's Legislation.
4. Give the date and the substance of the Licinian Laws.
5. What were the immediate causes of the First Punic War?
6. Enumerate in order the four Italian Battle-fields of the Second Punic War.

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7. About how many miles is the Earth in Diameter, and how many in Circumference?
What is meant by the Axis of the Earth, and what by its Orbit?
8. Explain the following terms :—
Longitude, Zone, Tropic, Delta, Watershed, Gulf-Stream, Cyclone.
9. Specify the countries in which the following places are situated, and state what each locality is notable for :—
Marathon, Thermopylæ, Pharsalia, Munda, Austerlitz, Salamanca, Waterloo.
10. Where are the Rivers Eridanus, Iberus, Arar, Liger? the Lakes Benacus, Larius, Lemanus? And what are their modern names?
11. Between what divisions of Ancient Italy did the Rubicon flow?
12. State as nearly as you can the number of Square Miles in England, Ireland, and Scotland.
13. Name the principal (*a*) Lakes of England, (*b*) Rivers of Scotland, and (*c*) Mountains of Ireland.
14. Where are the following places? To what States do they belong? For what are any of them famous?
Quito, Palermo, Missolonghi, Belgrade, Avignon, Buenos Ayres, Port Mahon, Trichinopoly, Saragossa.
15. Mention the most important possessions of Great Britain in the Western Hemisphere.
16. Describe two different routes to India; and give reasons for preferring one to the other.

Science Scholarships.

Arithmetic.—*Examiner, Professor Allman,* ll.d.

1. Define a prime number, and form a table of the prime numbers as far as 250. Is 513 a prime number? If not, resolve it into the product of its prime factors.
2. State and prove the rules for the addition and subtraction of vulgar fractions.
Evaluate—

$$\tfrac{2}{5} \text{ of } (3-\tfrac{4}{5}) + \tfrac{4}{7} \text{ of } \tfrac{1}{2} + \tfrac{5}{6} \text{ of } (1\tfrac{6}{7} - \tfrac{2}{3}) - \tfrac{4}{21} \text{ of } (2\tfrac{1}{3} + 3\tfrac{1}{2}).$$

3. Find accurately the cube of the circulating decimal $\cdot\dot{1}$.
4. Find a fourth proportional to $\sqrt{724}$, $\sqrt{\frac{5}{13}}$, and 6·927.
5. Calculate to the nearest hour the value of $\dfrac{s}{\frac{3}{4}m^2(1-\frac{3}{8}m)}$, where s = 27 days, 7 hours, 43 minutes, and m = ·0748.

Appendix E.

Scholarship Examinations.

Professor Curtis, LL.D.

6. A person transfers £3,500 from the 4 per cents. at 92, to the 3 per cents. at 74; find how much of the latter stock he will hold, and the alteration in his income.

7. Calculate the simple interest on £539 17*s.* 6*d.* from March 10, 1871, to June 12, 1872, at 5½ per cent.

8. If 13 men can reap 70 acres in 11 days, how many will be required to reap 140A. 3R. 16P. in 6 days?

9. If 1,500 men have provisions for 287 days, and if, after 97 days, 250 men go away, find how long the remaining provisions will serve the number left.

10. Calculate ·365 of a mile; and express 2 qrs. 13 lbs. 1 oz. $12\frac{4}{9}$ drs. as the decimal of 1 cwt.

ALGEBRA, GEOMETRY, AND TRIGONOMETRY.—*Examiner, Professor Allman*, LL.D.

1. Prove the following identities:—

$$(a+b+c)(a+b-c)(a-b+c)(a-b-c)=a^4+b^4+c^4-2a^2b^2-2b^2c^2-2c^2a^2;$$

$$\frac{a^3}{(a-b)(a-c)}+\frac{b^3}{(b-a)(b-c)}+\frac{c^3}{(c-a)(c-b)}=a+b+c.$$

2. Solve the following equations:—

$$\frac{x+a}{x+b}+\frac{x-a}{x-b}=\frac{2x-a}{x-c}; \quad \sqrt{x+5}-\sqrt{x-5}=2.$$

3. Define duplicate ratio. Prove that similar triangles are to each other in the duplicate ratio of their homologous sides.

4. In a given triangle draw a straight line parallel to one of the sides, so that it may be a mean proportional between the segments of the base.

5. Find the area of a triangle in terms of

(*a*) two sides and the included angle;
(*b*) the three sides.

6. If $\frac{\tan(\theta+\alpha)}{x}=\frac{\tan(\theta+\beta)}{y}=\frac{\tan(\theta+\gamma)}{z}$, show that

$$\frac{x+y}{x-y}\sin^2(\alpha-\beta)+\frac{y+z}{y-z}\sin^2(\beta-\gamma)+\frac{z+x}{z-x}\sin^2(\gamma-\alpha)=0.$$

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7. If a, b, c, d are four quantities in geometrical progression, show that—

$$(b+c)(b+d)=(c+a)(c-d); \quad (a+d)(b+c)-(a+c)(b+d)=(b-c)^2.$$

8. Find the relation which must exist between the co-efficients of the equation $ax^2+bx-c=0$, in order that one root may be double the other.

9. On a given straight line describe a segment of a circle, containing an angle equal to a given rectilineal angle.

10. Draw through a given point, in the production of the base of a triangle, a line cutting the sides in points, the ratio of whose perpendicular distances from the base shall be given.

11. Prove the formulæ:—

$$\frac{\sin(A+B+C)}{\cos A\cos B\cos C}=\tan A+\tan B+\tan C-\tan A\tan B\tan C;$$

$$\frac{\sin A+\sin 3A+\sin 5A}{\cos A+\cos 3A+\cos 5A}=\tan 3A.$$

12. Given $b=14$, $c=11$, $A=60°$, show that $B=71°\ 44'\ 29''$, being given L tan $11°\ 44'\ 29''=9{\cdot}31774$, log $2=·30103$, log $3=·47712$.

Licentiate in Arts Exhibition.—First Year.

Algebra and Geometry.*—*Examiner, Professor Allman*, LL.D.

1. Describe a parallelogram equal to a given rectilineal figure, and having an angle equal to a given rectilineal angle.

2. In every triangle the square of the side subtending either of the acute angles, is less than the squares of the sides containing that angle, by twice the rectangle contained by either of these sides, and the straight line intercepted between the acute angle and the perpendicular let fall on it from the opposite angle.

3. The sides of a triangle are 13, 14, and 15 feet; find its area.

4. Prove that the bisectors of the angles of a triangle intersect in a point.

5. Find a point such that the sum of the squares of its distances from two given points shall be the least possible.

6. Divide $b(x^3+a^3)+ax(x^2-a^2)+a^3(x+a)$ by $(a+b)(x+a)$.

7. Prove that

$$(x-y)^3+(y-z)^3+(z-x)^3=3(x-y)(y-z)(z-x).$$

8. Simplify the fractions :—

$$1-\frac{1}{1+\frac{1}{a}}; \quad \frac{a^2+b^2+c^2+2ab+2bc+2cd}{a^2-b^2-c^2-2bc}.$$

9. Find a number such that adding it successively to 15, 27 and 45, the three sums shall be in geometrical progression.

10. Solve the equations :—

$$\frac{x}{3}-\frac{x}{4}+\frac{x-2}{5}=3; \quad \frac{x-4}{x-5}-\frac{x-5}{x-6}=\frac{x-7}{x-8}-\frac{x-8}{x-9}.$$

Prizes at Entrance.

Geometry.—*Examiner, Professor Allman*, LL.D.

1. Prove that the middle points of the three diagonals of a complete quadrilateral lie in the same straight line.

2. Given the rectangle under the sides, the bisector of the base, and the difference of the base angles; construct the triangle.

3. Prove that the square on the side of the regular pentagon inscribed in a circle is equal to the sum of the squares on the sides of the regular decagon and hexagon inscribed in the same circle.

4. From the vertex of a triangle draw a straight line to the base which shall be a mean proportional between the segments of the base.

5. Describe two circles touching one another, so that each circle shall touch the same given straight line at a given point, and that the sum or the difference of their radii shall be equal to a given straight line.

* The Examination Paper in Arithmetic was the same as that for the Science Scholarships of the First Year.

Appendix E.

Scholarship Examinations.

Professor Curtis, LL.D.

6. Prove that half the difference of two sides of a triangle is a mean proportional between the distances of the middle point of base from the feet of the altitude, and of the bisector of the vertical angle.

7. Draw through a given point across a given circle a line such that the distances of the points of intersection from the given point may have to each other a given ratio.

8. Two points, *A* and *B*, being given in two intersecting lines, *A C*, *B C*, prove that a point, *D*, may be found such that any circle described through *C* and *D* will cut *C A*, *C B*, respectively, in points *E* and *F* such that the ratio of *A E* to *B F* is given.

9. The vertex of a triangle is fixed, its vertical angle is given, and each extremity of its base lies on a given line; prove that the foot of the perpendicular from the vertex on the base will lie on a known circle.

10. *A B C D* is a given quadrilateral; find a point, *E*, in the side *C D*, such that, drawing *E F* intersecting *A D* in *F* at a given angle, the area of the triangle, *A E F*, shall be—

(*a.*) Equal to that of the quadrilateral, *A B C E*.
(*b.*) In a given ratio to that of the quadrilateral, *A B C E*.

Second Year's Scholarships.

Literary Scholarships.

Greek.—*Examiner, Professor D'Arcy Thompson*, M.A.

Sophocles—*Electra*.

1. Translate the following passages:—

(*a.*) κλύοις ἂν ἤδη, Φοῖβε προστατήριε,
κεκρυμμένην μου βάξιν. οὐ γὰρ ἐν φίλοις
ὁ μῦθος, οὐδὲ πᾶν ἀναπτύξαι πρέπει
πρὸς φῶς παρούσης τῆσδε πλησίας ἐμοί,
μὴ σὺν φθόνῳ τε καὶ πολυγλώσσῳ βοῇ
σπείρῃ ματαίαν βάξιν ἐς πᾶσαν πόλιν.
ἀλλ' ὦδ' ἄκουε· τῇδε γὰρ κἀγὼ φράσω.
ἃ γὰρ προσεῖδον νυκτὶ τῇδε φάσματα
δισσῶν ὀνείρων, ταῦτά μοι, Λύκει' ἄναξ,
εἰ μὲν πέφηνεν ἐσθλά, δὸς τελεσφόρα,
εἰ δ' ἐχθρά, τοῖς ἐχθροῖσιν ἔμπαλιν μέθες.[1]
καὶ μή με πλούτου τοῦ παρόντος εἴ τινες
δόλοισι βουλεύουσιν ἐκβαλεῖν, ἐφῇς,[1]
ἀλλ' ὧδέ μ' ἀεὶ ζῶσαν ἀβλαβεῖ βίῳ
δόμους Ἀτρειδῶν σκῆπτρά τ' ἀμφέπειν τάδε,
φίλοισί τε ξυνοῦσαν οἷς ξύνειμι νῦν
εὐημεροῦσαν καὶ τέκνων ὅσων ἐμοὶ
δύσνοια μὴ πρόσεστιν ἢ λύπη πικρά.
ταῦτ', ὦ Λύκει' Ἄπολλον, ἵλεως κλύων,
δὸς πᾶσιν ἡμῖν ὥσπερ ἐξαιτούμεθα.
τὰ δ' ἄλλα πάντα καὶ σιωπώσης ἐμοῦ
ἐπαξιῶ σε δαίμον' ὄντ' ἐξειδέναι.[1]
τοὺς ἐκ Διὸς γὰρ εἰκός ἐστι πάνθ' ὁρᾶν.—(637–659.)

(*b.*) *ὡς δ' ἐν γαλήνῃ πάντ' ἐδερκόμην τόπον,*
τύμβου προσεῖρπον ἄσσον· ἐσχάτης δ' ὀρῶ
πυρᾶς νεώρη βόστρυχον τετμημένον·[1]
κεὐθὺς τάλαιν' ὡς εἶδον, ἐμπαίει τί μοι
ψυχῇ σύνηθες ὄμμα, φιλτάτου βροτῶν
πάντων 'Ορέστου τοῦθ' ὁρᾶν[1] *τεκμήριον·*
καὶ χερσὶ βαστάσασα δυσφημῶ μὲν οὔ,
χαρᾷ δὲ πίμπλημ' εὐθὺς ὄμμα δακρύων.
καὶ νῦν θ' ὁμοίως καὶ τότ' ἐξεπίσταμαι
μή του τόδ' ἀγλάϊσμα πλὴν κείνου μολεῖν.[1]
τῷ γὰρ προσήκει πλήν γ' ἐμοῦ καὶ σοῦ τόδε;
κἀγὼ μὲν οὐκ ἔδρασα, τοῦτ' ἐπίσταμαι,
οὐδ' αὖ σύ· πῶς γάρ; ἥ γε μηδὲ πρὸς θεοὺς
ἔξεστ' ἀκλαύστῳ τῆσδ' ἀποστῆναι[1] *στέγης.*
ἀλλ' οὐδὲ μὲν δὴ μητρὸς οὔθ' ὁ νοῦς φιλεῖ
τοιαῦτα πράσσειν οὔτε δρῶσ' ἐλάνθαν' ἄν·
ἀλλ' ἔστ' 'Ορέστου ταῦτα τἀπιτύμβια.
ἀλλ', ὦ φίλη, θάρσυνε. τοῖς αὐτοῖσί τοι
οὐχ αὐτὸς ἀεὶ δαιμόνων παραστατεῖ.
νῷν δ' ἦν τὰ πρόσθεν στυγνός· ἡ δὲ νῦν ἴσως
πολλῶν ὑπάρξει κῦρος[1] *ἡμέρα καλῶν.*—(899–919.)

2. Give the derivation and meaning of the epithet *Λύκειος*, and parse fully the words in the above extracts to which the figure (1) is affixed.

LATIN.—*Examiner, Professor Maguire,* LL.D.

Translate :—

TACITUS—*Ann.* xiii. :

Eodem anno crebris populi flagitationibus, immodestiam publicanorum arguentis, dubitavit Nero, an cuncta vectigalia omitti iuberet, idque pulcherrimum donum generi mortalium daret. Sed impetum eius, multum prius laudata magnitudine animi, attinuere senatores, dissolutionem imperii docendo, si fructus quibus res publica sustineretur deminuerentur : quippe sublatis portoriis sequens ut tributorum abolitio expostularetur. Plerasque vectigalium societates a consulibus et tribunis plebis constitutas acri etiam populi Romani tum libertate : reliqua mox ita provisa, ut ratio quaestuum et necessitas erogationum inter se congruerent. Temperandas plane publicanorum cupidines, ne per tot annos sine querela tolerata novis acerbitatibus ad invidiam verterent.

CATULLUS, xliv. :

Has postquam maesto profudit pectore voces,
Supplicium saevis exposcens anxia factis,
Annuit invicto caelestum numine rector,
Quo tunc et tellus atque horrida contremuere
Aequora concussitque micantia sidera mundus.
Ipse autem caeca mentem caligine Theseus
Consitus oblito dimisit pectore cuncta,
Quae mandata prius constanti mente tenebat,
Dulcia nec maesto sustollens signa parenti
Sospitem Erechtheum se ostendit visere portum.
Namque ferunt olim, classi cum moenia divae
Liquentem gnatum ventis concrederet Aegeus,
Talia complexum iuveni mandata dedisse.
" Gnate mihi longa iocundior unice vita,
Gnate, ego quem in dubios cogor dimittere casus,

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Reddite in extrema nuper mihi fine senectae,
Quandoquidem fortuna mea ac tua fervida virtus
Eripit invito mihi te, cui languida nondum
Lumina sunt gnati cara saturata figura,
Non ego te gaudens laetanti pectore mittam,
Nec te ferre sinam fortunae signa secundae,
Sed primum multas expromam mente querelas,
Canitiem terra atque infuso pulvere foedans,
Inde infecta vago suspendam lintea malo,
Nostros ut luctus nostraeque incendia mentis
Carbasus obscurata decet ferrugine Hibera."

Candidates were also examined *vivâ voce* in Terence, Ovid, and Cicero.

LATIN.—*Examiner, Professor Maguire,* LL.D.

Translate into Latin prose:—

I know many noble traits in that great man, but nothing is more worthy of admiration than the way in which he bore the death of his son, a distinguished man and an ex-consul. The funeral oration is extant, and when we read it, what philosopher do we not despise? It was not merely in public life, when the eyes of the citizens were on him, that he was so great; at home, in the bosom of his family, he was even more admirable. How he conversed! How he advised! What a knowledge he possessed of olden time! His literary attainments, too, for a Roman, were considerable. There was nothing he did not recollect; the wars in which we, the wars in which foreign nations, had been engaged. At that time I eagerly enjoyed his society, as though I foresaw what actually occurred, namely, that when he was gone, I would have absolutely no one to learn from.

THE ENGLISH LANGUAGE.—*Examiner, Professor Moffett,* LL.D.

1. What is meant by Purity of Language? Under what three heads are errors against Purity classed? Give an example of each.

2. Give the derivations of the following words:—*Woman, girl, daughter, bridegroom, better, wrong, worse, cambric, parchment, solecism.*

3. Discuss the correctness of the following sentences:—

(*a.*) Such expressions sound harshly.

(*b.*) The captain with his men were taken prisoners.

(*c.*) He need not proceed in such a haste.

(*d.*) Alfred, than whom wiser prince never governed England.

(*e.*) Every clergyman and every physician is a gentleman.

(*f.*) Thomson's *Seasons* is a noble work.

(*g.*) Johnson's *Lives of the Poets* are re-printing.

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4. Give the date of the appearance of each of the following poems:—The Vanity of Human Wishes; Gray's Elegy; The Traveller; The Deserted Village.

5. Sketch the plan and the general contents of The Vanity of Human Wishes; quoting any passages you think remarkable for power or pathos.

6. Quote any stanzas you particularly admire in Gray's Elegy. Quote some stanzas that appeared in the original copy, and were subsequently omitted.

7. Explain the historical references in the following passages:—

(*a.*) She-wolf of France, with unrelenting fangs
That tear'st the bowels of thy mangled mate,
From thee be born, who o'er thy country hangs
The scourge of heaven.

(*b.*) No more our long-lost Arthur we bewail.
All hail, ye genuine Kings, Britannia's issue, hail!

8. Could Nature's bounty satisfy the breast,
The sons of Italy were surely blest.
Whatever fruits in different climes were found,
That proudly rise, or humbly court the ground;
Whatever blooms in torrid tracts appear,
Whose bright succession decks the varied year;
Whatever sweets salute the northern sky
With vernal lives, that blossom but to die;
These, here disporting, own the kindred soil,
Nor ask luxuriance from the planter's toil;
While sea-born gales their gelid wings expand
To winnow fragrance round the smiling land.

(*a.*) In the first line, upon what conjunction, expressed or understood, does "could" depend; and what is the mood and government of "satisfy"?

(*b.*) Give the mood and number of "were" in the second line.

(*c.*) What is the antecedent of "whose" in the sixth line?

(*d.*) In the eighth line, what part of speech is "but", and how is the infinitive "to die" used?

(*e.*) What case is "wings" in the last line but one?

9. Write notes on the following lines:—

(*a.*) Luke's iron crown, and Damien's bed of steel,—
(*b.*) Where wild Altama murmurs to their woe.
(*c.*) On Torno's cliffs, or Pambamarca's side.

10. Write down the line which makes a couplet with each of the following verses:—

(*a.*) And learn the luxury of doing good.
(*b.*) Creation's heir, the world, the world is mine!
(*c.*) May gather bliss to see my fellows blest.
(*d.*) And, as a hare whom hounds and horns pursue—
(*e.*) His pity gave ere charity began.
(*f.*) Eternal sunshine settles on its head.
(*g.*) Remembrance wakes with all her busy train,—

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11. Describe, after Macaulay, the physical features of Bengal, and the mental characteristics of the Bengalees.

12. Give a rapid sketch of Clive's career; not going into details, but confining yourself to the great facts, and giving dates whenever you can.

13. Relate the story of Nuncomar; and give Macaulay's judgment on the conduct of Hastings in the issue.

14. State briefly the nature of the charges brought against Hastings, and of the general procedure adopted with reference to the trial.

15. Give Macaulay's conclusion as to the authorship of the Letters of Junius, with the grounds on which it rests.

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Science Scholarships.

Examiner, Professor Allman, LL.D.

1. Through a given point draw a straight line, so that the sum of the perpendiculars on it from two given points shall be given, or a maximum.

2. Divide a given angle into two parts whose sines shall be in a given ratio.

In a plane triangle prove the formula

$$\frac{\sin A+\sin B+\sin C}{\cos A+\cos B+\cos C}=\frac{s}{R+r},$$

where R and r are the radii of the circumscribed and inscribed circles, and s the semi-perimeter.

3. The sides of a triangle are 1, 7, $\sqrt{56}$; find the angles, being given

$$\log 2=\cdot 3010300,\ \log 7=\cdot 8450980,$$
$$\text{L sin } 32^\circ\ 18'\ 40''=9\cdot 7279409,$$
$$\text{L sin } 32^c\ 18'\ 50''=9\cdot 7279942.$$

4. Draw a straight line perpendicular to a given plane from a given point without it.

If a straight line is perpendicular to a plane, show that the projection of this line on any plane is perpendicular to the intersection of the two planes.

5. Prove, *ab initio*, that the three angles of a spherical triangle are together greater than two right angles and less than six right angles.

6. Find the sine of half an angle of a spherical triangle in terms of the sides.

Given the base and the sum of the sides of a spherical triangle, find the product of the tangents of the halves of the base angles.

7. Investigate formulæ for the transformation from one system of rectangular axes to another.

Let $x^2+y^2=r^2$ be the equation of a curve referred to oblique axes of co-ordinates. Find the equation of the same locus referred to axes bisecting the angles made by the former.

8. What is meant by the equation of a curve? Draw the straight lines represented by the following equations:—

$$2x+3y=6\ ;\quad 2x+5=0\ ;\quad \theta=\frac{\pi}{3}.$$

9. Find the equation of the tangent to the circle $x^2+y^2=r^2$, at the point $x'y'$.

10. Solve the equations:—

$$x^5+1=0\ ;$$
$$x^4+3x^3-7x^2-27x-18=0,$$

two of whose roots are of the form $+a$, and $-a$.

11. Prove that the polynomial

$$(x+y+z)^m-x^m-y^m-z^m$$

is always divisible by $(x+y)\,(y+z)\,(z+x)$ when m is odd.

12. Show that—

$$\begin{vmatrix} 1, & x-a, & y-b \\ 1, & x_1-a, & y_1-b \\ 1, & x_2-a, & y_2-b \end{vmatrix} = \begin{vmatrix} 1, & x, & y \\ 1, & x_1, & y_1 \\ 1, & x_2, & y_2 \end{vmatrix}$$

Examiner, Professor Allman, LL.D.

1. Find $\cos^n\theta$ in terms of cosines of multiples of θ when n is a positive integer.

2. Investigate expressions for the surface and volume of a spherical cap.

3. Prove that the tangent of half the difference of the sides of a spherical triangle is a mean proportional between the tangent of half the difference of the segments of the base made by the perpendicular, and the tangent of half the difference of the segments of the base made by the bisector of the vertical angle.

4. Prove Cagnoli's formula for the spherical excess—

$$\sin \tfrac{1}{2}E = \frac{\sqrt{\{\sin s \sin(s-a)\sin(s-b)\sin(s-c)\}}}{2\cos\tfrac{1}{2}a\cos\tfrac{1}{2}b\cos\tfrac{1}{2}c}.$$

5. Find the sums of the powers of the roots of the equation $x^3 - 1 = 0$.

Show that $(x+y)^m - x^m - y^m$ is divisible by $x^2 + xy + y^2$ for every odd value of m greater than 3 and not divisible by 3.

6. Find the sum of the first n triangular and pyramidal numbers; show how to determine, by means of these formulæ, the sum of the squares, and the sum of the cubes of the first n numbers.

7. Find the condition which must be satisfied in order that the two straight lines

$$l\alpha + m\beta + n\gamma = 0, \quad l'\alpha + m'\beta + n'\gamma = 0$$

shall be perpendicular to each other.

8. Find the locus of a point, such that if it be joined to the vertices of a triangle, and perpendiculars to the joining lines drawn at the vertices, these perpendicular shall meet in a point.

9. Given the base of a triangle and the difference of the base angles, find the locus of the vertex.

10. Prove that—

$$\begin{vmatrix} (b+c)^2, & a^2, & a^2 \\ b^2, & (c+a)^2, & b^2 \\ c^2, & c^2, & (a+b)^2 \end{vmatrix} = 2abc(a+b+c)^3.$$

Senior Scholarships.

Latin.—*Examiner, Professor Maguire,* ll.d.

A.—Virgil—*An.*, vii.–xii.

1. Comment on the following passages :—

(*a.*) "Heus, etiam mensas consumimus !" inquit Iulus ;
Nec plura adludens. Ea vox audita laborum
Prima tulit finem, primamque loquentis ab ore
Eripuit pater, ac stupefactus numine pressit.
Continuo. (vii., 107–120.)

(*b.*) Non ego te, Ligurum ductor fortissime bello,
Transierim, Cinyra, et paucis comitate Cupavo,
Cuius olorinae surgunt de vertice pinnae,—
Crimen amor vestrum,—formaeque insigne paternae.
Namque ferunt luctu Cycnum Phaëthontis amati,
Populeas inter frondes umbramque sororum
Dum canit et maestum Musa solatur amorem,
Canentem molli pluma duxisse senectam,
Linquentem terras et sidera voce sequentem.
(x., 185–193.)

(*c.*) . . . . unâ quem nocte Theano
In lucem genitori Amyco dedit ; et face praegnas
Cisseis regina Parim *creat ;* urbe paterna
Occubat, ignarum Laurens habet ora Mimanta.
(x., 703–706.)

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(*d.*) What is the force of *enim*, in—

Quam pius Æneas tibi *enim*, tibi maxima Iuno
Mactat, sacra ferens. (viii., 84.)

(*e.*) Point out the full force of the tenses in—

Haud procul inde citae Metum in diversa quadrigae
Distulerant—at tu dictus, Albane, *maneres !*—
Raptabat que viri mendacis viscera Tullus
Per silvam, et sparsi *rorabant* sanguine vepres.
(viii., 642–645.)

(*f.*) Longe illi dea mater erit, quae nube fugacem
Feminea tegat et vanis sese occulat umbris.

(*g.*) Ipse Mycenaeus magnorum ductor Achivom
Conjugis infandae prima inter limina dextra
Oppetiit : devictam Asiam subsedit adulter.

(*h.*) Explain the full force of the *tenses* in—

Illa vel intactae segetis per summa *volaret*
Gramina, nec teneras cursu *laesisset* aristas ;
Vel mare per medium fluctu suspensa tumenti,
Ferret iter celeres nec *tingueret* aequore plantas.
(vii., 808–811.)

(*i.*) Utque pedum primis infans vestigia plantis
Institerat, iaculo palmas armavit acuto,
Spiculaque ex umero parvae suspendit et arcum.
Pro crinali auro, pro longae tegmine pallae,
Tigridis exuviae per dorsum a vertice pendent.
Tela manu iam tum tenera puerilia torsit,
Et fundam tereti circum caput egit habena,
Strymoniamque gruem aut album deiecit olorem.
(xi., 564–580.)

(*j.*) "Frangimur heu fatis," inquit, "ferimurque procella !
Ipsi has sacrilego pendetis sanguine poenas,
O miseri. Te, Turne, nefas, te triste manebit
Supplicium, vostisque deos venerabere seris.
Nam mihi parta quies, omnisque in limine portus ;
Funere felici spolior." Nec plura locutus
Sepsit se tectis rerumque reliquit habenas. (vii., 580–600.)

(*k.*) Quandoquidem Ausonios confungi foedere Teucris
Haud licitum, nec vestra capit discordia finem :
Quae cuique est fortuna hodie, quam quisque secat spem,
Tros Rutulusve fuat, nullo discrimine habebo,
Seu fatis Italûm castra obsidione tenentur,
Sive errore malo Troiae monitisque sinistris.
Nec Rutulos solvo. Sua cuique exorsa laborem
Fortunamque ferent. Rex Iuppiter omnibus idem.
(x., 96–112.)

B.—Persius.

Ecce avia aut metuens divum matertera cunis
Exemit puerum, frontemque atque uda labella
Infami digito et lustralibus ante salivis
Expiat, urentes oculos inhibere perita ;
Tunc manibus quatit et spem macram supplice voto
Nunc Licini in campos, nunc Crassi mittit in aedes :
Hunc optet generum rex et regina ; puellae
Hunc rapiant : quidquid calcaverit hic, rosafiat !

Ast ego nutrici non mando vota ; negato,
Iuppiter, haec illi, quamvis te albata rogarit.
Poscis opem nervis corpusque fidele senectae :
Esto age ; sed grandes patinae tuccetaque crassa
Adnuere his superos vetuere Iovemque morantur.
Rem struere exoptas caeso bove, Mercuriumque
Accersis fibra : da fortunare Penates,
Da pecus et gregibus fetum ! quo, pessime, pacto,
Tot tibi quum in flammas iunicum omenta liquescant ?
At tamen hic extis et opimo vincere ferto
Intendit : iam, crescit ager, iam crescit ovile,
Iam dabitur, iam, iam ! donec deceptus et exspes
Nequiquam : fundo, suspiret, nummus in imo !
(ii., 31–51.)

Write a note on *ne* and *non* in prohibitions. Illustrate from Persius.
Give a table of Persius' peculiarities with reference—

1. Nouns in *o*.
2. The infinitive as a noun.
3. The adverbial accusative.

C.—Juvenal.

Tu scabie frueris mali, quod in aggere rodit,
Qui tegitur parma et galea metuensque flagelli
Discit ab hirsuta iaculum torquere capella.
Forsitan impensae Virronem parcere credas ;
Hoc agit, ut doleas ; nam quae comoedia, mimus
Quis melior plorante gula ? ergo omnia fiunt,
Si nescis, ut per lacrimas effundere bilem
Cogaris pressoque diu stridere molari.
Tu tibi liber homo et regis conviva videris :
Captum te nidore suae putat ille culinae,
Nec male coniectat ; quis enim tam nudus, ut illum
Bis ferat, Etruscum puero si contigit aurum
Vel nodus tantum et signum de paupere loro ?
Spes bene cenandi vos decipit : 'ecce dabit iam
Semesum leporem atque aliquid de clunibus apri,
Ad nos iam veniet minor altilis' : inde parato
Intactoque omnes et stricto pane tacetis.

Comment on :—

a. Latum media sulcum deduces arena—(i., 157).
b. Sed tu vera puta—(ii., 153).
c. Cernis erectas in terga sudes ?—(iv., 28–9).
d. Nullum numen habes, si sit prudentia sed te,
Nos facimus fortuna deam—(x., 365–6).

Discuss the variant.

D.—Catullus.

Roseis ut huic labellis sonus editus abiit,
Geminas deorum ad aures nova nuntia referens,
Ibi vincta iuga resolvens Cybele leonibus
Laevumque pecoris hostem stimulans ita loquitur.
"Agedum" inquit "age ferox i, face ut hunc furor agitet,
Face uti furoris ictu reditum in nemora ferat,
Mea libere nimis qui fugere imperia cupit.

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Age caede terga cauda, tua verbera patere,
Face cuncta mugienti fremitu loca retonent,
Rutilam ferox torosa cervice quate iubam."

Car., lxiii., 73–83.

What is the metre? Scan the extract:—

Torquatus volo parvulus
Matris e gremio suae
Porrigens teneras manus
Dulce rideat ad Patrem
Semihiante labello.
Sit suo similis patrii
Manlio et facile inscieis
Noscitetur ab omnibus
Et pudicitiam suae
Matris indicet ore.
Talis illius a bona
Matre laus genus approbet,
Qualis unica ab optima
Matre Telemacho manet
Fama Penelopeo.

Car., lxi., 216–230.

State the principal metres of Catullus, and the differences between his structures and those of (*a*) Horace, (*b*) Martial.

E.—Plautus.

Gr. Cubitum hercle longis literis signabo iam usquequaque,
Siquis perdiderit uidulum cum auro atque argento multo,
Ad Gripum ut ueniat. Non feretis istum, ut postulatis.
La. Meum hercle illic homo uidulum scit qui habet, ut ego opinor.
Adeundus mi illic est homo: di quaeso subuenite.
Gr. Quid me intro reuocas? Hoc uolo hic ante ostium extergere.
Nam hoc quidem pol e robigine, non est e ferro factum:
Ita quanto magis extergeo, rutilum atque tenuius fit.

Rudens, 1294–1301.

La. Octingenti in marsupio nummi aurei infuerunt,
Praeterea centum Philippeae minae in pasceolo sorsus.
Gr. Magna hercle praedast: largiter mercedis indipiscar:
Di homines respiciunt: bene ergo hinc praedatus ibo.
Profectost huius uidulus. Perge alia tu expedire.
La. Talentum argenti commodum magnum inerat in crumina,
Praeterea sinus, cantharus, epichysis, gaulus, cyathus.
Gr. Papae: diuitias tu quidem habuisti luculentas.

Rudens, 1313–1320.

(A.)—For Latin Prose.

It took two days of disorder, suffering, and death to carry the army, now an army no more, to the jaws of the fatal pass. Akbar Khan, who appeared like the Greeks' dread marshal from the spirit-land at intervals upon the route, here demanded four fresh hostages. The demand was acquiesced in. Madly along the narrow defile crowded the undistinguishable host, whose diminished numbers were still too numerous for speed: on every side rang the warcry of the barbarians: on every side plundered and butchered the mountaineers: on every side, palsied with fatigue, terror, and cold, the soldiers dropped down to rise no more. The next day, in spite of all remonstrance, the general halted his army, expecting in vain provisions from Akbar Khan. That day, the ladies,

the children, and the married officers were given up. The march was resumed. By the following night not more than one-fourth of the original number survived. Even the haste which might once have saved now added nothing to the chances of life. In the middle of the pass a barrier was prepared. There twelve officers died sword in hand. A handful of the bravest or the strongest only reached the further side alive: as men hurry for life, they hurried on their way, but were surrounded and cut to pieces, all save a few that had yet escaped. Six officers better mounted or more fortunate than the rest, reached a spot within sixteen miles of the goal: but into the town itself rode painfully on a jaded steed, with the stump of a broken sword in his hand, but one.

(B.) Translate:

1. Puto te iam suppudere, quum haec tertia iam epistola ante te oppresserit quam tu scidam aut litteram. Sed non urgeo: longiores enim exspectabo vel potius exigam. Ego si semper haberem cui darem, vel ternas in hora darem. Fit enim nescio qui ut quasi coram adesse videare, quum scribo aliquid ad te: neque id *κατ' εἰδώλων φαντασίας*, ut dicunt tui amici novi, qui putant etiam *διανοητικὰς φαντασίας* spectris Catianis excitari. Nam, ne te fugiat, Catius Insuber, Epicureus, qui nuper est mortuus, quae ille Gargettius et iam ante Democritus *εἴδωλα*, hic spectra nominat. His autem spectris etiam si oculi possent feriri, quod vel iis ipsa occurrunt, animus qui possit ego non video. Doceas tu me oportebit, quum salvus veneris, in meane potestate sit spectrum tuum, ut, simul ac mihi collibitum sit de te cogitare, illud occurrat, neque solum de te, qui mihi haeres in medullis, sed, si insulam Britanniam coepero cogitare, eius *εἴδωλον* mihi advolabit ad pectus? Sed haec posterius. Tempto enim te quo animo accipias. Si enim stomachabere et moleste feres, plura dicemus postulabimusque, ex qua *αἱρέσει* vi hominibus armatis deiectus sis, in eam restituare. In hoc interdicto non solet addi in hoc anno.

CICERO—*Ad Familiares*, xv., 16.

2. Et avus quidem noster singulari virtute in hoc municipio quoad vixit restitit M. Gratidio, cuius in matrimonio sororem, aviam nostram, habebat, ferenti, legem tabellariam: excitabat enim fluctus in simpulo, ut dicitur, Gratidius, quos post filius eius Marius in Aegaeo excitavit mari. Ac nostro quidem, quum res esset ad se delata, M. Scaurus consul: Utinam inquit, M. Cicero, isto animo atque virtute in summa re publica nobiscum versari quam in municipali maluisses! Quam ob rem, quoniam non recognoscimus nunc leges rei publicae Romanae, sed aut repetimus ereptas aut novas scribimus, non quid hoc populo obtineri possit, sed quid optimum sit tibi dicendum puto. Nam Cassiae legis culpam Scipio tuus sustinet, quo auctore lata esse dicitur. Tu si tabellariam tuleris, ipse praestabis: nec enim mihi placet nec Attico nostro, quantum e vultu eius intelligo. Att. Mihi vero nihil umquam populare placuit eamque optimam rem publicam esse dico, quam hic consul constituerat, quae sit in potestate optimorum. M. Vos quidem, ut video, legem antiquastis sine tabella. Sed ego, etsi satis dixit pro se in illis libris Scipio, tamen ita libertatem istam largior populo, ut auctoritate et valeant et utantur boni. Sic enim a me recitata lex est de suffragiis: Optimatibus nota, plebi libera sunto. Quae lex hanc sententiam continet, ut omnes leges tollat, quae postea latae sunt, quae tegunt omni ratione suffragium, ne quis inspiciat tabellam, ne roget, ne appellet. Pontes etiam lex Maria fecit angustos.

CICERO—*De Legibus*, xvi.—xvii., 36–38.

3. Nam quod semper movetur aeternum est, quod autem motum adfert alicui quodque ipsum agitatur aliunde, quando finem habet motus, vivendi

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finem habeat necesse est. Solum igitur quod de se movetur, quia numquam deseritur a se, numquam ne moveri quidem desinit. Quin etiam caeteris, quae moventur, hic fons, hoc principium est movendi. Principii autem nulla est origo: nam ex principio oriuntur omnia, ipsum autem nulla ex re alia nasci potest: nec enim esset id principium, quod gigneretur aliunde: quod si numquam oritur, ne occidit quidem umquam. Nam principium exstinctum nec ipsum ab alio renascetur nec ex se aliud creabit, si quidem necesse est a principio oriri omnia. Ita fit ut motus principium ex eo sit, quod ipsum a se movetur: id autem nec nasci potest nec mori vel concidat omne caelum omnisque natura consistat necesse est nec vim ullam nanciscatur, qua a primo impulsa moveatur.

CICERO—*De Republica*, XXV., 27.

MATHEMATICS.

Examiner, Professor Allman, LL.D.

1. State and prove the principal properties of binomial equations.

2. Prove that the volume of the pyramid formed by joining the vertices of a spherical triangle to the centre of the sphere and with each other is $\frac{1}{3}k^3\sqrt{\tan r \tan r_1 \tan r_2 \tan r_3}$, where r, r_1, r_2, r_3 are the radii of the inscribed and escribed circles and k the radius of the sphere.

3. From a point M on a curve of the third degree draw two transversals cutting the curve again in the points A, B and C, D respectively; through the points A, B, C, D and any other point E on the curve, describe a conic cutting the curve in a sixth point F; join E F which cuts the curve again at the point N; show that the line M N is a tangent to the curve at the point M.

4. Find the equation to the locus of the foot of the perpendicular from a given point x', y', z' on the plane, which passes through the extremities of three conjugate diameters of the ellipsoid—

$$\frac{x^2}{a^2}+\frac{y^2}{b^2}+\frac{z^2}{c^2}=1.$$

$$\{a^2(x-x')^2+b^2(y-y')^2+c^2(z-z')^2=3(x.\overline{x-x'}+y.\overline{y-y'}+z.\overline{z-z'})^2\}.$$

5. Prove that the lines of curvature on a surface of the second degree are its curves of intersection with a series of confocal surfaces.

6. Investigate the conditions which must be satisfied in order that a function of two independent variables may have maximum and minimum values.

Apply this method to determine the maximum and minimum values of the distance from a given point to a given surface; and show that on each normal there are two points whose distances from the surface are neither a *maximum* nor a *minimum*.

7. Form the general equations of the helix, and show that they contain only *seven* independent constants. Hence show that three points are not sufficient to determine a helix, and that it is not possible in general to describe a helix through four given points.

8. Investigate an expression for the angle of torsion of a curve of double curvature.

Prove that a curve of double curvature admits at any point of an *osculating* helix, defined by having the same curvature and angle of torsion as the curve at that point. Show that the osculating helix will pass through *four* consecutive points of the curve at the singular points determined by the condition—

$$d^2x\ d^3x+d^2y\ d^3y+d^2z\ d^3z=0,$$

the arc being the independent variable.

9. Evaluate $\int_0^{2\pi} \cos px \cos nx \, dx$, (1) when $n >$ or $< p$, (2) when $n = p$. *Appendix E.*

Scholarship Examinations.

Being given that a function $F(x)$ is equal to the sum of the convergent series—

$$A_0 + A_1 \cos x + A_2 \cos 2x \ldots + A_n \cos nx + \ldots \ldots$$

for all values of x between 0 and π as well as for those limits, prove that in general—

$$A_n = \frac{2}{\pi} \int_0^{\pi} F(x) \cos nx \, dx.$$

10. Find a curve such that the product of the perpendiculars from two fixed points on a tangent shall be constant.

11. Find the equation of the surface which cuts at right angles all the spheres which pass through a given point, and have their centres on a straight line passing through that point.

12. Integrate the following differential equation :—

$$\frac{d^2y}{dx^2} + n^2 y = a \cos mx + b \cos nx ;$$

$$x^2 \frac{d^2y}{dx^2} + 3x \frac{dy}{dx} + y = \frac{1}{(1-x)^2} ;$$

$$x^2 \frac{dz}{dx} - y^2 \frac{dz}{dy} = \frac{x+y}{xy} .$$

Natural History.

Examiner, Professor Melville, M.D.

Zoology.

1. State the characteristics of the Myriapoda.
2. Describe the structure of the various systems in a sea-urchin.
3. Describe the structure of the various systems in the earth-worm.
4. Describe the structure of the respiratory organs, and the general course of the circulation in the frog, lepidosiren, and lepidosteus.
5. Describe the structure of the skull in a fish, frog, and lizard.

Botany.

1. Describe the structure of the flower in the genera :—Vinca, Asclepias, Aristolochia, Corylus, Eriophorum.
2. Point out the affinities between Geraniaceæ, Linaceæ, Oxalideæ, and Balsaminaceæ.
3. Describe the tissues entering into the composition of the stem of a Fern and Lycopod, and their arrangement ; also, the mode of growth in their stems.
4. Describe the phenomena of motion in the leaves of plants, and state the causes assigned.
5. Describe the organs of reproduction in Algæ and Fungi.

Chemistry.—*Examiner, Professor Rowney,* PH.D.

1. What is meant by catalysis? Give some examples of catalytic action.
2. Describe the method of obtaining, and the properties of metallic sodium.
3. Give an account of carbon, its different allotropic forms and properties.

Appendix E.
Scholarship Examinations.

4. Describe the method of determining the composition of water by weight.

5. Describe the structure of the flame of a candle.

6. How is iodide of ethyl prepared?

7. What is meant by a homologous series of bodies?

8. What reaction takes place when teriodide of phosphorus comes in contact with water?

9. Give an account of the process of saponification.

10. What is meant by a hard water, and state the difference between permanent hardness and temporary hardness?

11. Describe the method of obtaining acetic acid.

12. What is meant by the atomicity of an element? State the atomicities of carbon, oxygen, nitrogen, and hydrogen.

Law Scholarships.

First Year.

Jurisprudence.—*Examiner, Professor Lupton,* M.A.

1. What is the precise nature respectively of—1. Declaratory laws; 2. Laws abrogating existing positive laws; 3. Imperfect laws; and how far do they severally form part of the subject-matter of Jurisprudence?

2. "Rewards are not sanctions." Establish this proposition.

3. Of what does the *Corpus Juris Civilis* consist? Give an account of each of its parts.

4. Explain the following terms:—*Persona, Status, ingenuus, libertus, Jus Latinum, Jus Italicum.*

5. Explain exactly the distinction between Jus *in rem* and Jus *ad rem,* and give illustrations.

6. Give an account of the different modes of procedure which prevailed during the three great epochs in the history of the Roman system of civil process.

7. In what, according to Maine, did the value of ancient codes consist?

8. Trace the analogy between English case law and the Roman *responsa prudentum.*

9. Explain accurately the nature of agnatic relationship.

10. Trace the history of Roman contract law.

Second Year.

Jurisprudence and Civil Law.

1. What does Austin mean by *Primary or Sanctioned rights,* and *Secondary or Sanctioning rights,* respectively, and how does he subdivide each of these classes?

2. What is the precise distinction between the *jus ad personas pertinens* and the *jus ad res pertinens* of the Institutes?

3. How does Austin define "a determinate body"?

4. "By *Jus in rem* and *Jus in personam* the authors of these terms intended to indicate this broad and simple distinction, which the Roman lawyers also marked by the words *dominium* and *obligatio,* terms the distinction between which was the groundwork of all their attempts to

arrange rights and duties in an accurate and scientific manner." Explain and illustrate. *Appendix E.*

Scholarship Examinations.

5. What, according to Maine, is the origin of Primogeniture?

6. What is the essential difference between an obligation arising *ex contractu* and *ex delicto*?

7. The Imperial Constitutions were general and special. The general were Epistolæ et Rescripta, Decreta, Edicta. The special were Priviligia. Distinguish between them.

8. In what different ways might adoption be effectual before the time of Justinian; and what were *adoptio plena* and *adoptio nimus plena*, respectively?

9. Describe accurately the nature and conditions of the several *natural* modes of acquisition, respectively.

10. What was the nature and effect of the Querela Inofficiosi Testamenti, and to whom and in what cases was it available?

Third Year.

Jurisprudence and Civil Law.—*Examiner, Professor Lupton*, M.A.

1. By "*Jus in rem* and *jus in personam*, the authors of these terms intended to indicate this broad and simple distinction, which the Roman lawyers also marked by the words *dominium* and *obligatio*, terms the distinction between which was the groundwork of all their attempts to arrange rights and duties in an accurate or scientific manner."

Explain and illustrate.

2. "To every legal right there are three parties."

Explain and illustrate.

3. Distinguish between *will* and *intention*.

4. "Ignorance of law does not excuse." What is the true ground of this maxim?

5. Trace the development of Roman contract law.

6. What is a servitude? Distinguish between a real and personal servitude.

7. A testator dies leaving a son in potestate, an emancipated son, and a married daughter. In his will he disinherits, by name, his son in potestate, and, making no mention of his other children, institutes a stranger. Can his will be impeached, and by whom and how?

8. What was the *jus accrescendi*? Give illustrations of its operation.

9. Legacies can be extinguished by *ademption* and by *translation*.

Explain and illustrate.

10. In what respects did Justinian alter the rules of succession *ab intestato*?

Senior Scholarship.

Jurisprudence, &c.—*Examiner, Professor Lupton*, M.A.

1. What does Austin understand by the "Law of Persons," and into what classes does he distribute *status* or conditions?

2. What is the essential difference between obligations arising *ex contractor* and *ex delicto*?

3. What are the respective advantages of the historical and analytical methods of inquiry in jurisprudence?

Appendix E.

Scholarship Examinations.

4. What was the liability in Roman law, and upon what principles, of Sempronius in each of the following cases:—

(1) For a watch given in pawn to him and stolen from his person;
(2) For a horse sold by him to Titius and stolen before delivery;
(3) For a horse left in his stable by a friend, and destroyed by the stable being set on fire accidentally?

5. What, if any, defences, in Roman law, can Sempronius make to actions brought against him under the following circumstances:—

(1) Having under the coercion of fear, or being induced by fraud stipulated to pay Titius a sum of money he did not owe;
(2) Having stipulated to repay Titius a sum of money which the latter had agreed to lend him but failed to do;
(3) Being indebted to Titius the latter promises that he will not demand the debt, but afterwards sues him?

6. What in Roman law was the position and liability of a *fideiussor* towards his principal and *fideiussores* respectively?

7. What circumstances led the House of Lords to renounce its original jurisdiction, and subside into a Court of Appeal?

8. How far was Martial Law restrained by the Petition of Right?

9. "Contracts obtained by force and void". Does this maxim apply to International Contracts or Treaties, and if so, when and to what extent?

10. Explain:—Domicile; reprisals; perfect and imperfect obligation; salvage; contraband; right of innocent passage; letters of marque.

Medical Scholarships.

Second Year's Scholarships.

Natural Philosophy.—*Examiner, Professor Curtis,* LL.D.

1. A bar whose weight may be neglected is 10 feet long, the fulcrum is placed at a distance of 3 feet from one extremity, find what weight attached to this extremity will balance a weight of 112 lbs. attached to the other.

2. If the bar be uniform, and its weight be 10 lbs., all the other conditions being as before, find the equilibrating weight.

3. In a wheel and axle the radius of the wheel is 12 inches, that of the axle 2 inches, the power applied to the wheel is 38 lbs., find the corresponding weight in a position of equilibrium.

4. In the compound wheel and axle the radius of the wheel is 1·5 feet, those of the two sections of the axle 3·5 inches and 3 inches respectively, the weight applied to the axle is 10 lbs., find the power.

5. If the elastic force of a gas be two and a-half atmospheres, calculate its pressure on the square inch.

6. State the formula which connects the pressure volume and temperature of a given quantity of a gas.

7. Calculate the specific gravity of a mixture formed by mixing together three fluid ounces of a liquid, whose specific gravity is 1·4; four fluid ounces of a liquid, whose specific gravity is 1·7; and seven fluid ounces of a liquid, whose specific gravity is ·92.

8. Describe *Walferdin's maximum thermometer*, also *Six's thermometer*.

9. Give the condition that a combination of two prisms should be

achromatic for homogeneous light. Why is not such a combination achromatic for sun-light?

10. If a vibrating tuning-fork, placed near the ear, be rotated round its axis, *beats* are heard; account for this.

11. Give the law for the polarity of a helical current, also that for the polarity of an iron bar placed within the helix, and magnetised by the current.

12. Describe experiments from which is inferred the existence of two distinct electrical fluids.

NATURAL HISTORY.—*Examiner, Professor Melville,* M.D.

ZOOLOGY.

1. Describe the structure of the digestive system in birds.
2. Describe the structure of the skull in the crocodile.
3. Give a classification of fishes, with the characters of the orders.
4. Give the characters of the orders of birds.
5. State the characteristics of the families of the Rodentia.

BOTANY.

1. Describe the minute structure of leaves.
2. Describe the minute structure of a Monocotyledonous stem.
3. Describe the various forms of stipules.
4. Describe the structure of the flower in the rose, dandelion, orchis, and tulip.
5. Describe the structure of the ovule, and the various forms presented by it.

CHEMISTRY.—*Examiner, Professor Rowney,* PH.D.

1. Describe the method of obtaining phosphorus, its properties and uses.
2. What action takes place when chlorine gas is passed into a solution of ammonia?
3. How is chloride of lime obtained, and to what uses is it applied?
4. Describe the process for obtaining sulphuric acid.
5. What is the composition of alcohol, and what acid is formed by its oxidation?
6. How is carbon monoxide prepared? Give its composition and properties.
7. What is meant by substitution? Give some examples.
8. What is the nature of ozone?
9. Give the composition and properties of water.
10. Describe the action that takes place when hydrochloric acid acts upon manganese dioxide.
11. Describe the method of obtaining metallic sodium.
12. What is meant by a homologous series?

THIRD YEAR'S SCHOLARSHIPS.

MATERIA MEDICA.—*Examiner, Professor Pye,* M.D., M.CH.

1. Describe the process of preparing carbonate of soda.
2. Give the tests, qualitative and quantitative, for arsenious acid.
3. Classify the purgatives in the British Pharmacopœia.
4. The preparation of Quinine, and its physiological action.
5. Define the therapeutic group of antispasmodics.

Each Candidate will be examined *vivâ voce*.

Appendix E.

Scholarship Examinations.

MEDICAL JURISPRUDENCE.—*Examiner, Professor Pye*, M.D., M.CH.

1. What is the medico-legal importance of the question of duration of pregnancy? Discuss that question.

2. State what you know of the causes of sudden death, and refer to the post mortem appearances which would guide you in forming an opinion.

3. Write an account of the aid which observation of crystalline forms gives in Toxicology.

4. How far can you distinguish alcoholic intoxication from concussion of the brain, and from pressure on that organ?

5. The symptoms of poisoning by ergot of rye.

N.B.—Special credit will be given for satisfactory answering of No. 3.

FOURTH YEAR'S SCHOLARSHIPS.

MATERIA MEDICA.

1. Write an account of the physiological action of ergot.

2. Write an account of the physiological action of each alkaloid contained in opium.

3. The therapeutic action of aconite.

4. Compare the different preparations of mercury with reference to the special value of each in the treatment of syphilis; and write a prescription for the form you select.

5. Write an account of the therapeutic uses of strychnine.

PRACTICE OF MEDICINE.—*Examiner, Professor Colahan*, M.D.

1. What divisions have been made of delirium tremens, and how has it been treated in accordance with those divisions?

2. What are the chief pathological conditions affecting the membranes of the brain and spinal cord? And describe a case of tubercular meningitis.

3. What are the principal lesions of the brain which may give rise to paralyses of motion? And give the morbid anatomy of the different kinds of softening.

4. What are the diseases which may be confounded with acute inflammation of the brain and its membranes?

5. State the diagnoses of abscess in the brain.

BOTANY.—*Examiner, Professor Melville*, M.D.

1. Describe the structure of the ovule, and mention the distinctive characters of the principal forms.

2. Describe the structure of the wood-bundle in a Dicotyledon.

3. Mention the leading facts regarding the arrangement of leaves.

4. State the characters of the natural orders:—Cruciferæ, Leguminosæ, Gramineæ.

ZOOLOGY.

1. Describe the structure of the heart in the crocodile.

2. Describe the structure of the tooth in the elephant.

3. Enumerate the various orders of the class *Aves*, and state their chief characteristics.

4. Name and state the characters of the families of the Carnivora.

Senior Class.

Surgery—*Examiner, Professor Browne,* M.D.

1. What are the most frequent proximate causes, and what are the most frequent remote causes, of death after gunshot wound of the lung?

2. Describe the symptoms and treatment in a case of ruptured intestines, the result of external violence, without external wound. What pathological conditions would be observed after death?

3. What are the principal injuries and diseases of the head for which removal of bone by trephining or otherwise should be generally advised?

Midwifery.—*Examiner, Professor Doherty,* M.D.

1. What are the symptoms that should lead to the apprehension that miscarriage is approaching, what measures would you adopt to advert it, what the dangers that attend its progress and the treatment when it cannot be prevented?

2. What are the causes of post partum hæmorrhage, how would you control it, what are its effects on the constitution, what is meant by the term "secondary hæmorrhage," what its causes?

3. How may inversion of the uterus be produced? State the treatment it requires when recent, the symptoms and remedial measures when chronic.

Engineering Scholarships.

Second Year's Scholarships.

Geometrical Drawing.—*Examiner, Professor Townsend,* M.A.

1. Given the projections of a line and of a point, construct the projections of a line passing through the point and perpendicular to the given line.

2. Construct the traces of a plane passing through three given points.

3. Given the traces of two planes, construct the angle between them, and find the traces of a plane bisecting that angle.

4. Through a given point draw a tangent plane to a cone.

5. Construct the isometric projection of the object whose orthogonal drawings are given.

6. Construct the perspective of the object whose projections are given.

7. In a five-centred arch given the rise and span, and radius of first circle at abutment, construct the curve.

8. Construct the horizontal projection of the shadow thrown by the rim of a hollow hemisphere on the interior of the surface.

9. Through a given point draw a plane, making given angles with the planes of projection.

10. The distance between two points on the French map is 507·99 millimetres, and the representative fraction $\frac{1}{80000}$, find the distance between the points in English miles.

11. Find the length of a line in inches on the 6-inch Ordnance Map whose square represents a statute acre.

12. Given a natural scale, construct the corresponding isometric. Also find the relation between them in numbers.

Appendix E.

Scholarship Examinations.

Third Year's Scholarship.

Civil Engineering.—*Examiner, Professor Townsend,* M.A.

1. Find the length of a line on the 6-inch Ordnance Map whose square represents an Irish acre.

2. The contents of a field measured with a chain $\frac{1}{4}$ link too long, is 19a. 3r. 36p. Required the true acreage.

3. The sides of a triangle are $a=20$, $b=25$, $c=30$ chains, find the length of a tie line drawn from the vertex (ab) to a point on c, distant 20 chains from the side a.

4. The extreme heights of a cutting are 37 and 42 feet, calculate Bidder's tabular numbers.

5. Describe accurately Rankin's method of laying out a railway curve—
   1stly. When the intersection of the tangent is accessible.
   2ndly. When the intersection is inaccessible.

6. Show how to effect the adjustments of the Y-level set before you.

7. Do. do. of gravatts.

8. Show how to adjust the theodolite set before you.

9. Read the vernier set before you.

10. The representative fraction of a map is $\frac{1}{5000}$, find the number of feet to the mile.

Natural Philosophy.—*Examiner, Professor Curtis,* LL.D.

1. Deduce the equations of equilibrium in the case of—
   (*a.*) the simple wheel and axle;
   (*b.*) the several kinds of pulleys;
   (*c.*) the inclined plane;

2. A bar, of uniform section and density, 4 feet in length, is used as a lever of the first kind; when the fulcrum is 7 inches from one end, a weight of 78 lbs. is balanced by a power of 10 lbs; determine the weight of the bar.

3. Determine the *Centre of Gravity* of a semicircular area.

4. Prove the following dynamical formulæ:—

$$v=v_0+ft, \quad s=v_0t+f\frac{t^2}{2}, \quad v^2-v_0^2=2fs.$$

5. Two bodies are, at the same instant, projected vertically upwards with initial velocities, v_1, v_2, the initial position of the former is elevated above that of the other by a height h; prove that, in order that they should simultaneously arrive at a horizontal plane, which is equidistant from the initial positions of the two bodies, v_1 and v_2 must satisfy the condition $v_1^2-v_2^2=gh$, and that t, the duration of the motion, is given by the equation $t=\frac{v_1+v_2}{g}$.

6. Extend the results given in the last question to the case, in which the horizontal plane, at which the bodies simultaneously arrive, is at distances from their initial positions, which are to one another as $m:n$; all else being as before.

7. Calculate the specific gravity of a mixture formed by mixing together three fluid ounces of a liquid, whose specific gravity is 1·4, four fluid ounces of a liquid, whose specific gravity is 1·7, and seven fluid ounces of a fluid, whose specific gravity is ·92.

8. Describe *Walferdin's maximum thermometer*, also *Six's thermometer*.

9. Give the condition that a combination of two prisms should be

achromatic for homogeneous light. Why is not such a combination achromatic for sun-light? *Appendix E.*

Scholarship Examinations.

10. If a vibrating tuning-fork, placed near the ear, be rotated round its axis, *beats* are heard; account for this.

11. Give the law for the polarity of a helical current, also that for the polarity of an iron bar placed within the helix, and magnetised by the current.

12. Describe experiments from which is inferred the existence of two distinct electrical fluids.

Sessional Examinations, 1875.

Sessional Examinations.

First Year—Latin.

Pass.—*Examiner, Professor Maguire,* LL.D.

Translate:—

1. Cæsar—*De Bello Gallico,* V., 12.

Britanniae pars interior ab iis incolitur, quos natos in insula ipsa memoria proditum dicunt; maritima pars ab iis, qui praedae ac belli inferendi caussa ex Belgis transierant, qui omnes fere iis nominibus civitatium appellantur, quibus orti ex civitatibus eo pervenerunt et bello illato ibi remanserunt atque agros colere coeperunt. Hominum est infinita multitudo creberrimaque aedificia fere Gallicis consimilia, pecorum magnus numerus. Utuntur aut aere aut taleis ferreis ad certum pondus examinatis pro nummo. Nascitur ibi plumbum album in mediterraneis regionibus, in maritimis ferrum; sed eius exigua est copia; aere utuntur importato. Materia cuiusque generis, ut in Gallia, est praeter fagum atque abietem. Leporem et gallinam et anserem gustare fas non putant; haec tamen alunt animi voluptatisque caussa. Loca sunt temperatiora, quam in Gallia, remissioribus frigoribus.

2. Cicero—*Ad Familiares,* I., 3.

A. Trebonio, qui in tua provincia magna negocia et ampla et expedita habet, multos annos utor valde familiariter. Is quum antea semper et suo splendore et nostra caeterorumque amicorum commendatione gratiosissimus in provincia fuit tum hoc tempore propter tuum in me amorem nostramque necessitudinem vehementer confidit his meis litteris se apud te gratiosum fore. Quae ne spes eum fallat vehementer rogo te, commendoque tibi eius omnia negocia, libertos, procuratores, familiam, in primisque ut, quae T. Ampius de eius re decrevit, ea comprobes omnibusque rebus eum ita tractes ut intelligat meam commendationem non vulgarem fuisse.

3. Horace—*Epistles,* I., 4.

Albi, nostrorum sermonum candide iudex,
Quid nunc te dicam facere in regione Pedana:
Scribere quod Cassi Parmensis opuscula vincat,
An tacitum silvas inter reptare salubres,
Curantem quidquid dignum sapiente bonoque est?
Non tu corpus eras sine pectore. Di tibi formam,
Di tibi divitias dederunt artemque fruendi.
Quid voveat dulci nutricula maius alumno,
Qui sapere et fari possit quae sentiat, et cui
Gratia, fama, valetudo contingat abunde,

Appendix E.

Sessional Examinations.

Et mundus victus non deficiente crumena?
Inter spem curamque, timores inter et iras
Omnem crede diem tibi diluxisse supremum:
Grata superveniet, quae non sperabitur hora.
Me pinguem et nitidum bene curata cute vises,
Cum ridere voles Epicuri de grege porcum.

Write out the parsing of the last extract, giving present indic., infinitive, perfect, and supine of verbs, and gender and genitive of nouns.

First Year—Latin.

Premium.—*Examiner, Professor Maguire,* ll.d.

Translate:—

Ovid—*Metamorphoses,* xiii., 100–122.

Luce nihil gestum, nihil est Diomede remoto.
Si semel ista datis meritis tam vilibus arma,
Dividite, et pars sit maior Diomedis in illis.
Quo tamen haec Ithaco? qui clam, qui semper inermis
Rem gerit et furtis incautum decipit hostem?
Ipse nitor galeae claro radiantis ab auro
Insidias prodet, manifestabitque latentem.
Sed neque Dulichius sub Achillis casside vertex
Pondera tanta feret, nec non onerosa gravisque
Pelias hasta potest inbellibus esse lacertis,
Nec clipeus, vasti caelatus imagine mundi,
Conveniet timidae nataeque ad furta sinistrae.
Debilitaturum quid te petis, improbe, munus?
Quod tibi si populi donaverit error Achivi,
Cur spolieris, erit, non cur metuaris ab hoste:
Et fuga, qua sola cunctos, timidissime, vincis,
Tarda futura tibi est gestamina tanta trahenti.
Adde quod iste tuus, tam raro proelia passus,
Integer est clipeus. Nostro, qui tela ferendo
Mille patet plagis, novus est successor habendus.
Denique, quid verbis opus est? Spectemur agendo!
Arma viri fortis medios mittantur in hostes:
Inde iubete peti, et referentem ornate relatis.

Catullus, lxiv., 180–201.

An patris auxilium sperem? quemne ipsa reliqui
Respersum iuvenem fraterna caede secuta?
Coniugis an fido consoler memet amore?
Quine fugit lentos incurvans gurgite remos?
Praeterea nullo litus, sola insula, tecto,
Nec patet egressus pelagi cingentibus undis:
Nulla fugae ratio, nulla spes: omnia muta,
Omnia sunt deserta, ostentant omnia letum.
Non tamen ante mihi languescent lumina morte,
Nec prius a fesso secedent corpore sensus,
Quam iustam a divis exposcam prodita mulctam,
Caelestumque fidem postrema comprecer hora.
Quare facta virum mulctantes vindice poena,
Eumenides, quibus anguino redimita capillo
Frons expirantis praeportat pectoris iras,
Huc huc adventate, meas audite querelas,

Quas ego, vae miserae, extremis proferre medullis
Cogor inops, ardens, amenti caeca furore.
Quae quoniam verae nascuntur pectore ab imo,
Vos nolite pati nostrum vanescere luctum,
Sed quali solam Theseus me mente reliquit,
Tali, mente, deae, funestet seque suosque.

TACITUS—*Annals*, xiv.

Noctem sideribus inlustrem et placido mari quietam, quasi convincendum ad scelus, di praebuere. Nec multum erat progressa navis, duobus e numero familiarium Agrippinam comitantibus, ex quis Crepereius Gallus haud procul gubernaculis astabat, Acerronia super pedes cubitantis reclinis paenitentiam filii et reciperatam matris gratiam per gaudium memorabat, cum dato signo ruere tectum loci multo plumbo grave; pressusque Crepereius et statim exanimatus est. Agrippina et Acerronia eminentibus lecti parietibus ac forte validioribus, quam ut oneri cederent, protectae sunt. Nec dissolutio navigii sequebatur, turbatis omnibus, et quod plerique ignari etiam conscios impediebant. Visum dehinc remigibus unum in latus inclinare atque ita navem submergere. Sed neque ipsis promptus in rem subitam consensus, et alii contra nitentes dedere facultatem lenioris in mare iactus. Verum Acerronia, imprudentia dum se Agrippinam esse utque subveniretur matri principis clamitat, contis et remis et quae fors obtulerat navalibus telis conficitur. Agrippina silens eoque minus adgnita unum tamen vulnus humero excepit. Nando, deinde occursu lenunculorum Lucrinum in lacum vecta, villae suae infertur.—(c. 5.)

Stabat pro litore diversa acies, densa armis virisque, intercursantibus feminis; in modum Furiarum veste ferali, crinibus deiectis faces praeferebant. Druidaeque circum, preces diras sublatis ad caelum manibus fundentes, novitate aspectus perculere militem, ut quasi haerentibus membris inmobile corpus vulneribus praeberent. Dein cohortationibus ducis et se ipse stimulantes, ne muliebre et fanaticum agmen pavescerent, inferunt signa sternuntque obvios et igni suo involvunt. Praesidium posthac impositum victis, excisique luci saevis superstitionibus sacri: nam cruore captivo adolere aras et hominum fibris consulere deos fas habebant. Haec agenti Suetonio repentina defectio provinciae nuntiatur. —(c. 30.)

Enumerate rare words and forms in Ann. xiv.

Translate :—

1. CICERO—*Tusculans*, i., c. 17.

Macte virtute! ego enim ipse cum eodem isto non invitus erraverim. Num igitur dubitamus? an sic, ut pleraque? quamquam hoc quidem minime: persuadent enim mathematici terram in medio mundo sitam ad universi caeli complexum quasi puncti instar obtinere, quod κέντρον illi vocant: eam porro naturam esse quattuor omnia gignentium corporum, ut, quasi partita habeant inter se ac divisa momenta, terrena et humida suopte nutu et suo pondere ad pares angulos in terram et in mare ferantur, reliquae duae partes, una ignea, altera animalis, ut illae superiores in medium locum mundi gravitate ferantur et pondere, sic hae rursum rectis lineis in caelestem locum subvolent, sive ipsa natura superiora appetente sive quod a gravioribus leviora natura repellantur. Quae quum constent, perspicuum debet esse animos, quum e corpore excesserint, sive illi sint animales, id est, spirabiles, sive ignei, sublime ferri. Si vero aut numerus quidam est animus, quod subtiliter magis quam dilucide dicitur, aut quinta illa non nominata magis quam non

Appendix E.

Sessional Examinations.

intellecta natura, multo etiam integriora ac puriora sunt, ut a terra longissime se efferant. Horum igitur aliquid animus est, ne tam vegeta mens aut in corde cerebrove aut in Empedocleo sanguine demersa iaceat.

2. CICERO—*Ad Quintum Fratrem*, ii., 15.

Quo die haec scripsi, Drusus erat de praevaricatione a tribunis aerariis absolutus, in summa, quattuor sententiis, quum senatores et equites damnassent. Ego eodem die post meridiem Vatinium eram defensurus. Ea res facilis est. Comitia in mensem Sept. reiecta sunt. Scauri iudicium statim exercebitur, cui nos non deerimus. *Συνδείπνους Σοφοκλέους*, quamquam a te actam fabellam video esse festive, nullo modo probavi. Venio nunc ad id, quod nescio an primum esse debuerit. O iucundas mihi tuas de Britannia litteras! Timebam Oceanum, timebam littus insulae. Reliqua non equidem contemno, sed plus habent tamen spei quam timoris, magisque sum sollicitus exspectatione ea quam metu. Te vero *ὑπόθεσιν* scribendi egregiam habere video. Quos tu situs, quas naturas rerum et locorum, quos mores, quas gentes, quas pugnas, quem vero ipsum imperatorem habes! Ego te libenter, ut rogas, quibus rebus vis adiuvabo et tibi versus quos rogas, *γλαῦκ' εἰς Ἀθήνας*, mittam. Sed heus tu, celari videor a te. Quomodonam, mi frater, de nostris versibus Caesar? nam primum librum se legisse scripsit ad me antè, et prima sic, ut neget se ne Graeca quidem meliora legisse. Reliqua ad quemdam locum *ῥᾳθυμότερα*. Hoc enim utitur verbo. Dic mihi verum, num aut res eum aut *χαρακτὴρ* non delectat? Nihil est quod vereare. Ego enim ne pilo quidem minus te amabo. Hac de re *φιλαλήθως* et, ut soles, scribe fraterne.

3. TERENCE—*Phormio*, 321–345.

Ph. Cedo senem: iam instructa sunt mi in corde consilia omnia.
Ge. Quid ages? *Ph.* Quid uis, nisi uti maneat Phanium atque ex crimine hoc.
Antiphonem eripiam atque in me omnem iram deriuem senis?
Ge. O uir fortis atque amicu's. Verum hoc saepe, Phormio,
Vereor, ne istaec fortitudo in neruom erumpat denique. *Ph.* Ah,
Non itast: factumst periclum, iam pedum uisast uia.
Quot me censes homines iam deuerberasse usque ad necem,
Hospites, tum ciuis? quo magis noui, tanto saepius.
Cedo dum, enumquam iniuriarum audisti mihi scriptam dicam?
Ge. Qui istuc? *Ph.* Quia non rete accipitri tennitur neque miluo.
Qui male faciunt nobis: illis qui nil faciunt tennitur,
Quia enim in illis fructus est, in illis opera luditur.
Aliis aliundest periclum, unde aliquid abradi potest:
Mihi sciunt nil esse. Dices "ducent damnatum domum:"
Alere nolunt hominem edacem, et sapiunt mea sententia,
Pro maleficio si beneficium summum nolunt reddere.
Ge. Non pote satis pro merito ab illo tibi referri gratia.
Ph. Immo enim nemo satis pro merito gratiam regi refert.
Tene asumbolum uenire unctum atque lautum e balneis,
Otiosum ab animo, quom ille et cura et sumptu absumitur!
Dum tibi fit quod placeat, ille ringitur: tu rideas,
Prior bibas, prior decumbas: cena dubia adponitur.
Ge. Quid istuc uerbist! *Ph.* Vbi tu dubites quid sumas potissumum.
Haec quom rationem ineas quam sint suauia et quam cara sint,
Ea qui praebet, non tu hunc habeas plane praesentem deum?
Ge. Senex adest: uide quid agas: prima coitiost acerruma:
Si eam sustinueris, postilla iam, ut lubet, ludas licet.

Second Year.

Latin.—*Examiner, Professor Maguire,* ll.d.

Translate :—

Cicero—*Ad familiares,* III., i., 1, 2.

Si ipsa res publica tibi narrare posset quo modo sese haberet, non facilius ex ea cognoscere posses quam ex liberto tuo Phania : ita est homo non modo prudens, verum etiam, quod iuvet, curiosus. Quapropter ille tibi omnia explanabit : id enim mihi et ad brevitatem est aptius et ad reliquas res providentius. De mea autem benevolentia erga te, etsi potes ex eodem Phania cognoscere, tamen videntur etiam aliquae meae partes. Sic enim tibi persuade, carissimum te mihi esse quum propter multas suavitates ingenii, officii, humanitatis tuae tum quod ex tuis litteris et ex multorum sermonibus intelligo omnia, quae a me profecta sunt in te, tibi accidisse gratissima. Quod quum ita sit, perficiam profecto, ut longi temporis usuram, qua caruimus intermissa nostra consuetudine, et gratia et crebritate et magnitudine officiorum meorum sarciam : idque me, quoniam tu ita vis, puto non invita Minerva esse facturum : quam quidem ego, si forte de tuis sumpsero, non solum **Παλλάδα**, sed etiam **Ἀππιάδα** nominabo.

1. Tacitus—*Germania,* C. 45.

Trans Suionas aliud mare, pigrum ac prope inmotum, quo cingi cludique terrarum orbem hinc fides, quod extremus cadentis iam solis fulgor in ortum edurat adeo clarus, ut sidera hebetet ; sonum insuper emorgentis audiri formasque deorum et radios capitis aspici persuasio adicit. Illuc usque, et fama vera, tantum natura. Ergo iam dextro Suebici maris litore Aestiorum gentes adluuntur, quibus ritus habitusque Sueborum, lingua Britannicae propior. Matrem deum venerantur. Insigne superstitionis formas aprorum gestant : id pro armis omnique tutela securum deae cultorem etiam inter hostis praestat. rarus ferri, frequens fustium usus, frumenta ceterosque fructus patientius quam pro solita Germanorum inertia laborant. Sed et mare scrutantur, ac soli omnium succinum, quod ipsi glesum vocant, inter vada atque in ipso litore legunt. Nec quae natura quaeve ratio gignat, ut barbaris, quaesitum compertumve. Diu quin etiam inter cetera eiectamenta maris iacebat, donec luxuria nostra dedit nomen. Ipsis in nullo usu : rude legitur, informe perfertur, pretiumque mirantes accipiunt. Succum tamen arborum esse intellegas, quia terrena quaedam atque etiam volucria animalia plerumque interlucent, quae implicata humore mox durescente materia cluduntur. Fecundiora igitur nemora lucosque, sicut Orientis secretis, ubi tura balsamaque sudant, ita Occidentis insulis terrisque inesse crediderim ; quae vicini solis radiis expressa atque liquentia in proximum mare labuntur, ac vi tempestatum in adversa litora exundant. Si naturam succini admoto igni temptes, in modum taedae accenditur, alitque flammam pinguem et olentem ; mox ut in picem resinamve lentescit. Suionibus Sitonum gentes continuantur. Cetera similes uno differunt, quod femina dominatur : in tantum non modo a libertate sed etiam a servitute degenerant. Hic Suebiae finis.

2. *Agricola,* C. 45.

Non vidit Agricola obsessam curiam et clausum armis senatum et eadem strage tot consularium caedes, tot nobilissimarum feminarum exilia et fugas. Una adhuc victoria Carus Metius censebatur, et intra Albanam arcem sententia Messalini strepebat, et Massa Baebius [iam] tum reus erat. Mox nostrae duxere Helvidium in carcerem manus ; nos

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Sessional Examinations.

Maurici Rusticique visus, nos innocenti sanguine Senecio perfudit. Nero tamen subtraxit oculos suos, iussitque scelera, non spectavit: praecipua sub Domitiano miseriarum pars erat videre et aspici, cum suspiria nostra subscriberentur, cum denotandis tot hominum palloribus sufficeret saevus ille vultus et rubor, quo se contra pudorem muniebat. Tu vero felix, Agricola, non vitae tantum claritate sed etiam opportunitate mortis. Ut perhibent qui interfuerunt novissimis sermonibus tuis, constans et libens fatum excepisti, tamquam pro virili portione innocentiam principi donares. Sed mihi filiaeque eius praeter acerbitatem parentis erepti auget maestitiam, quod adsidere valetudini, fovere deficientem, satiari vultu complexuque non contigit. Excepissemus certe mandata vocesque, quas penitus animo figeremus. Noster hic dolor, nostrum vulnus, nobis tam longae absentiae condicione ante quadriennium amissus es. Omnia sine dubio, optime parentum, adsidente amantissima uxore superfuere honori tuo: paucioribus tamen lacrimis comploratus es, et novissima in luce desideravere aliquid oculi tui.

Mention any remarkable phrases you may remember in each treatise.

A.—HORACE—*Odes and Epodes.*

Translate C., i., 28.

Te maris et terrae numeroque carentis arenae
Mensorem cohibent, Archyta.
Pulveris exigui prope litus parva Matinum
Munera, nec quidquam tibi prodest
Aërias tentasse domos animoque rotundum
Percurrisse polum, morituro?
Occidit et Pelopis genitor, conviva deorum,
Tithonusque remotus in auras
Et Iovis arcanis Minos admissus, habentque
Tartara Panthoiden iterum Orco
Demissum, quamvis, clipeo Troiana refixo
Tempora testatus, nihil ultra
Nervos atque cutem morti concesserat atrae,
Iudice te non sordidus auctor
Naturae verique. Sed omnes una manet nox
Et calcanda semel via leti.
Dant alios Furiae torvo spectacula Marti,
Exitio est avidum mare nautis;
Mixta senum ac iuvenum densentur funera, nullum
Saeva caput Proserpina fugit:
Me quoque devexi rapidus comes Orionis
Illyricis Notuso bruit undis.
At tu, nauta, vagae ne parce malignus arenae
Ossibus et capiti inhumato
Particulam dare: sic, quodcunque minabitur Eurus
Fluctibus Hesperiis, Venusinae
Plectantur silvae te sospite, multaque merces,
Unde potest, tibi defluat aequo
Ab Iove Neptunoque sacri custode Tarenti.—
Negligis immeritis nocituram
Postmodo te natis fraudem committere? Fors et
Debita iura vicesque superbae
Te maneant ipsum: precibus non linquar inultis,
Teque piacula nulla resolvent.
Quanquam festinas, non est mora longa; licebit
Iniecto ter pulvere curras.

Quid immerentes hospites vexas, canis
Ignavus adversum lupos?
Quin huc inanes, si potes, vertis minas,
Et me remorsurum petis?
Nam, qualis aut Molossus aut fulvus Lacon,
Amica vis pastoribus,
Agam per altas aure sublata nives,
Quaecunque praecedet fera;
Tu, cum timenda voce complesti nemus,
Proiectum odoraris cibum.
Cave, cave: namque in malos asperrimus
Parata tollo cornua,
Qualis Lycambae spretus infido gener,
Aut acer hostis Bupalo.
An, si quis atro dente me petiverit,
Inultus ut flebo puer?

Epode vi.

Discuss the meaning and construction of the following passages:—

(*a*). Palmaque nobilis
Terrarum dominos evehit ad deos.—C. I., i., 5, 6.

(*b*). Acer et Mauri peditis cruentum
Vultus in hostem.—C. I., ii., 39, 40.

(*c*). Quae tibi creditum
Debes Vergilium finibus Atticis.—C. I., iii., 5, 6.

(*d*). Volcanus ardens urit officinas.—C. I., iv., 8.

(*e*). Nec virides metuunt colubras
Nec Martiales Haediliae lupos.—C. I., xvii., 8, 9.

(*f.*) Nam seu mobilibus veris inhorruit
Adventus foliis.—C. I., xxiii., 5, 6.

(*g.*) Quanta laborabas Charybdi.—C. I., xxvii., 19.

(*h.*) Fas atque nefas exiguo fine libidinum
Discernunt avidi.—C. I., xviii., 10, 11.

(*i.*) Ille et nefasto te posuit die,
Quicumque primum, et sacrilega manu
Produxit, arbos, in nepotum
Perniciem opprobriumque pagi.
C. II., xiii, 1–4.

(*j.*) Nulla certior tamen
Rapacis orci fine destinata
Aula divitem manet
Herum. C. II., xviii., 29–32.

(*k.*) Negligens, ne qua populus laboret,
Parce privatus nimium cavere;
Dona praesentis cape laetus horae, et
Linque severa!
C. III., viii., 25–29.

(*l.*) Cerberus, quamvis furiale centum
Muniant angues caput eius, atque
Spiritus teter saniesque manet
Ore trilingui.
C. III., xi., 16–20.

(*m.*) Immunis aram si tetigit manus
Non sumtuosa blandior hostia,
Mollivit aversos Penates
Farre pio et saliente mica.
C. III., xxiii., 17–20.

Appendix E.
Sessional Examinations.

Exhibit the structure of the Alcaeic and Sapphic stanzas. Criticise the prosody of the following attributed to Horace :—

Jam vide curas Aquilone sparsas.
Dulci libello nemo Sodalium
Huic ara stabit fama cantu.

B.—VIRGIL—*Georgics.*

Translate :—

Tuque adeo, quem mox quae sint habitura deorum
Concilia incertum est : urbesne invisere, Caesar,
Terrarumque velis curam, et te maximus orbis
Auctorem frugum tempestatumque potentem
Accipiat, cingens materna tempora myrto ;
An deus immensi venias maris, ac tua nautae
Numina sola solant, tibi serviat ultima Thule,
Teque sibi generum Tethys emat omnibus undis ;
Anne novum tardis sidus te mensibus addas,
Qua locus Erigonen inter Chelasque sequentes
Panditur-ipse tibi iam brachia contrahit ardens
Scorpios, et coeli iusta plus parte reliquit :—
Quidquid eris—nam te nec sperent Tartara regem,
Nec tibi regnandi veniat tam dira cupido,
Quamvis Elysios miretur Graecia campos,
Nec repetita sequi curet Proserpina matrem,—
Da facilem cursum, atque audacibus annue coeptis,
Ignarosque viae mecum miseratus agrestes,
Ingredere, et votis iam nunc adsuesce vocari.

I., 24–42.

Praeterea regem non sic Aegyptos et ingens
Lydia, nec populi Parthorum aut Medus Hydaspes
Observant. Rege incolumi mens omnibus una est ;
Amisso rupere fidem, constructaque mella
Diripuere ipsae et crates solvere favorum.
Ille operum custos ; illum admirantur et omnes
Circumstant fremitu denso, stipantque frequentes,
Et saepe attolluut humeris, et corpora bello
Obiectant pulchramque petunt per vulnera mortem.
His quidam signis, atque haec exempla secuti,
Esse apibus partem divinae mentis et haustus
Aetherios dixere : deum namque ire per omnes
Terrasque tractusque maris coelumque profundum ;
Hinc pecudes, armenta, viros, genus omne ferarum,
Quemque sibi tenues nascentem arcessere vitas :
Scilicet huc reddi deinde ac resoluta referi
Omnia, nec morti esse locum, sed viva volare
Sideris in numerum atque alto succedere coelo.

IV., 210–227.

Specify any rare words in the *Georgics* and the *Odes.*
With what particles does Virgil connect his topics?

ENGLISH LANGUAGE—*Examiner, Professor Moffett,* LL.D.

1. Give an account of the principal sources from which the English language has derived its vocabulary ; the periods at which it has made its chief additions, and the character of those additions.

2. Which of the following modes of spelling do you adopt, and for what reasons?—

a. chemistry, chymistry.
b. diocese, diocess.
c. siren, syren.
d. pygmy, pigmy.
e. sirname, surname.
f. connection, connexion.
g. loadstone, lodestone.

3. Give the derivations of the following words:—

Anaesthetic, anecdote, average, empyrean, idiot, jeopardy, hyphen, treacle, saturnine, pilgrim, gossamer, pamphlet.

4. Write three short sentences showing the use of the word "*that*" (*a*) as a Demonstrative pronoun, (*b*) as a Relative pronoun, and (*c*) as a Conjunction.

Parse the following sentence:—

"To be, or not to be, *that* is the question"—

5. Discuss the correctness of the following sentences:—

a. "The Annals of Florence are a most imposing work."

b. "Thou great First Cause, least understood,
Who all my sense confined;"—

c. "To engage a private tutor for a single pupil is, perhaps of all others, the least eligible mode of giving instruction."

d. "What could be the cause of the parliament neglecting so important a business?"

e. "I have lost the game, though I thought I should have won it."

f. "I have frequently been assured by great ministers that politics were nothing but common sense."

g. "This haughty and imperious style sounded harsh to Scottish nobles, impatient of the slightest appearance of injury."

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6. Write a dated list of the chief works of Dr. Johnson.
Can you give any specimen of his Prose?

7. Explain the allusions in the following passages:—

(*a.*) "O'er Bodley's dome his future labours spread,
And Bacon's mansion trembles o'er his head."

(*b.*) "If dreams yet flatter, once again attend,
Hear Lydiat's life and Galileo's end."

(*c.*) "His fall was destined to a barren strand,
A petty fortress, and a dubious hand."

8. Give the age of the author at the time of the appearance of each of the following works:—The Elegy in a Country Churchyard, The Traveller, The Deserted Village, The Ancient Mariner, The Essay on Warren Hastings.

9. Quote the stanza commencing—

"For who, to dumb Forgetfulness a prey,"—

and give the grammatical structure.

10. Quote from "The Bard" the lines that describe the career and fate of Richard II.

11. In what terms does Goldsmith refer to—

(*a.*) His own wanderings in France?
(*b.*) The dykes of Holland?
(*c.*) The independence of the British character?

Appendix K.

Sessional Examinations.

12. "Luke's iron crown, and Damiens' bed of steel;"—
Explain the allusions; and distinguish between Goldsmith's work and work from another hand in the context to which it belongs.

13. Reproduce from "The Deserted Village" the pictures of the Parson, the Tavern, the Schoolmaster, and the Cress-gatherer.

14. Quote some of the most striking stanzas of "The Ancient Mariner." What is said to have been the source of the poem, and what is its "moral"?

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15. State what you regard as being the chief merits of Macaulay's Essay on Clive.

16. "This spell it was Clive's business to break." What was "the spell," and how did he break it?

17. Show that each of Clive's visits to India marks an important epoch in the British connexion with that country.

18. "Great as were the faults of Hastings, it was happy for our country that at that conjuncture, the most terrible through which she has ever passed, he was the ruler of her Indian dominions." Mention the national dangers and calamities to which Macaulay here adverts.

19. Explain the following passages:—

(*a.*) "There was still a nabob of Bengal, who stood to the English rulers of his country in the same relation in which Augustulus stood to Odoacer, or the last Merovingians to Charles Martel and Pepin."

(*b.*) "Now and then a white-bearded old Sepoy may still be found, who loves to talk of Porto Novo and Pollilore."

English Language and Literature.

Examiner, Professor Moffett, LL.D.

1. "In Chaucer there is a wonderful combination of contrasted and almost opposite characteristics—all that is best both in poetry and prose, at the same time." Develope and illustrate this remark.

2. Paraphrase and annotate the following passages:—

(*a.*) "A gentle maunciple was there of a temple
Of which achatours mighten take exemple,
For to be wys in beyying of vitaille.
For whethur that he payde or took by taille,
Algate he wayted so in his acate
That he was ay byforn and in good state."

(*b.*) "He wolde the see were kepud for enythinge
Betwixe Middleburgh and Orewelle;
Wel couthe he in eschange scheeldes selle."

(*c.*) "This worthy man ful wel his wit besette;
Ther wiste no wight that he was in dette;
So stedfastly didde he his governance,
With his bargains and with his chevisaunce."

3. Explain the meanings of the following words and phrases:—*Limitour, jape, he hadde the bord bygonne, herbergh, wastel breed, covyne, lodemanage, forpined ghost, his sleves purfiled at the hond with gris, wimple, tretys, wonyng.*

4. Describe the Host as portrayed in the Prologue; and state his proposal to the pilgrims before setting out on their journey, and the reward that was to be given to the best story-teller—in the language of Chaucer if you can.

5. Show that the poetic life of Shakspere may be divided into three periods, presenting distinct characters.
Name the chief Dramas belonging to each period.
6. Give the substance of :—

(*a.*) Polonius' advice to Laertes.
(*b.*) Hamlet's advice to the Players.
(*c.*) The King's soliloquy when about to pray.
(*d.*) Hamlet's great soliloquy.

7. Give Hamlet's description of the Firmament and of Man.
8. Explain the following sentences :—

(*a.*) "Cut off in the blossom of my sin,
Unhouseled, disappointed, unanealed."
(*b.*) "The king doth wake to-night and take his rouse,
Keeps wassail, and the swaggering up-spring reels."
(*c.*) "Nature is fine in love, and where 'tis fine,
It sends some precious instance of itself
After the thing it loves."
(*d.*) "For if the sun breed maggots in a dead dog, being a god kissing carrion"—
(*e.*) —"But there is, sir, an aery of children, little eyases, that cry out on the top of question, and are most tyrannically clapped for 't: these are now the fashion, and so berattle the common stages—so they call them—that many wearing rapiers are afraid of goose-quills, and dare scarce come thither."

9. Give the meaning of the following words with the context in which they occur :—
Rivals, statists, stithy, scrimers, ventages, tropically, bisson rheum, plurisy, caviare, beteem, quarry, the moist star.

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10. What was Shakspere's authority for the Play of *Julius Cæsar?* Mention any particulars in which the Play deviates from the truth of history.
Does the title convey an accurate idea of its contents?
11. Quote as much of Antony's great speech as you remember.
12. In what contemptuous terms does Antony, in conversation with Octavius, characterize the remaining member of the Triumvirate?
13. What striking testimony does Antony, at the close of the Play, bear to the character of Brutus?
14. Bring together the various passages in which Cicero is referred to.
15. Explain the following passages :—

(*a.*) "Here, as I point my sword, the sun arises;
Which is a great way growing on the south,
Weighing the youthful season of the year."
(*b.*) "My dear, dear love
To your proceeding bids me tell you this,
And reason to my love is liable."
(*c.*) "Cæsar doth bear me hard; but he loves Brutus:
If I were Brutus now, and he were Cassius,
He should not humour me."
(*d.*) "The genius and the mortal instruments
Are then in council;"—
(*e.*) "For if thou path thy native semblance on,
Not Erebus itself were dim enough
To hide thee from prevention."

Appendix E.

Sessional Examinations.

History.

1. Define *Philosophy of History.*

2. Enumerate the elements that go to constitute a Nation.

3. Mention the chief epochs of Constitutional progress during the seventeenth century.

4. State the nature of the titles to the Crown possessed by James I.; William and Mary; and George I.

5. What was the case of the Postnati in the reign of James I.?

6. Would Hallam agree with Pope in describing Bacon as the "meanest of mankind"?

7. Wentworth (Lord Strafford) has been compared to Richelieu:—On what grounds?

8. Sketch Cromwell's Campaign in Ireland.

Who was Owen Roe O'Neill?

9. Between what powers, in what year, and with what object, was the Triple Alliance (of the seventeenth century) formed?

10. What were the leading causes of the Revolution of 1688?

What was James' "capital delinquency"?

11. Distinguish between the Declaration of Rights, the Bill of Rights, and the Scottish Claim of Right.

12. Describe the battle of the Boyne.

13. In what respect does Marlborough stand alone among the masters of the art of War?

14. Mr. Green remarks—"The moment (1812) when America entered into the great struggle was a critical moment in the history of mankind." Explain this observation.

State the cause and the leading incidents of this War.

15. "Slaves cannot breathe in England."

From what date can we claim credit for this state of things?

16. "The substitution of Canning for Castlereagh as Minister marks an epoch in modern history." Elucidate this remark.

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17. Give an account of the part taken by Richelieu in the Thirty Years' War.

18. October 24, 1648, is for two reasons a memorable day in French History?

19. Give an account of the Edict of Nantes.

When, and by whom was it revoked, and with what consequences?

20. Explain the following terms:—*taille, gabelle, paulette, lit de justice, chambre ardente, pacte de famine, jeunesse dorée.*

21. Who were the Encyclopedists, and what was their influence on the French people, and on subsequent events?

22. Give the date and the leading conditions of the Treaty of Amiens.

23. State the cause, and enumerate in chronological order the Battles of the Peninsular War.

24. What was the first great action in which Napoleon was defeated?

What was the last victory on a great scale he ever gained?

English Language and Literature.

1. Arrange Milton's chief works in chronological order.

2. How does Milton set forth the object he had in view in writing the "Paradise Lost"?

3. What does Coleridge conceive to have been "Milton's particular object in the character of Satan"?

This character has been called "Milton's grand failure":—On what grounds?

4. How does the Poet illustrate the number of the lost spirits, and the stature of Satan?

5. Describe Dr. Johnson's critical *method*, taking as an example his criticism of "Paradise Lost." Johnson considers in regular succession a number of distinct points?

6. Explain the allusions in the following passages:—

(*a.*) "To soar above the Aonian mount."
(*b.*) "Through optic glass the Tuscan artist views
At evening from the top of Fesolé,—
(*c.*) "Busiris and his Memphian chivalry."—
(*d.*) "Uther's son
Begirt with British and Armoric knights."
(*e.*) "A leper once he lost and gained a king."
(*f.*) "to lament his fate
In amorous ditties all a summer's day."
(*g.*) "When Charlemain with all his peerage fell
By Fontarabbia."

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7. Write a dated list of the chief works of Dryden.

8. What were the leading characteristics of Dryden's genius, according to Dr. Johnson? What remarkable eulogy on Augustus does he apply to the Poet?

9. How does Pope describe the Versification of Dryden?

What "invariable rule of the Alexandrine" is sometimes neglected by him?

10. Compare the views of Dr. Johnson, Macaulay, and Hallam as to the "machinery" of "The Hind and the Panther."

11. Name the several persons to whom Dryden refers in the following extracts:—

(*a.*) "The statesman we abhor but praise the judge."
(*b.*) "Was everything by starts but nothing long."
(*c.*) "In exile with his godlike prince he mourned,
For him he suffered and with him returned."
(*d.*) "Of piercing wit and pregnant thought,
Endued by nature and by learning taught
To move assemblies."
(*e.*) "His memory miraculously great
Could plots exceeding man's belief repeat."

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12. Give a dated list of the chief Writings and Speeches of Burke.

13. In the course of Burke's parliamentary career important activities were at work in the Spiritual, Industrial, Speculative, and Political Orders:—Give an account of these movements; and indicate their common direction.

14. What were the three leading political or constitutional issues from 1760 to 1783?

15. How does Burke, in his "Thoughts on the Cause of the Present Discontents," show the inefficiency of a Triennial Bill, and of a Place Bill, for remedying the distempers of Parliament?

16. Narrate the facts which led to the debate on "American Taxation"; and specify the points at issue.

Appendix E. — Sessional Examinations.

17. Show that the main argument of the "Speech on Conciliation with the Colonies" may be presented in the form of a Disjunctive Syllogism.

18. "From these six capital sources a fierce Spirit of Liberty has grown up." Explain this statement.

LOGIC.

1. Distinguish Art, Science; Definition, Description; Mediate and Immediate Inference; Mode, Figure; Property, Accident.

2. Explain the use of the Logical Copula, and its relation to the notion of Time, and to that of Existence.

3. State the question of Modality; and resolve the following into their logical elements, expressing them in the form which is regarded as the ultimate and uniform analysis of all Propositions:—

(*a.*) "They must have come by this time."
(*b.*) "He may have gone yesterday."
(*c.*) "You must bring it to-morrow."
(*d.*) "I shall not have finished it to-morrow."

4. Explain the way in which the ordinary forms of Propositions are obtained, and account for their symbols.

5. Enumerate and explain the Propositional forms which Sir W. Hamilton has added; and state the objections to this innovation.

6. State the rules of Logical Division; and give instances which violate them.

7. State the rules of Definition; and give instances which violate them.

8. Draw up and explain the Scheme of Opposition.

9. Give *every possible* Converse of the following propositions, explaining the processes you employ:—

(*a.*) "All circles are conic sections."
(*b.*) "Two straight lines cannot enclose a space."

10. Distinguish Inductive, Deductive, and Analogical reasoning.

11. Prove that O cannot be a Premise in the First or the Fourth Figure; and that it cannot be the Major in the Second Figure, or the Minor in the Third.

12. Show that if the Conclusion be Universal, the Middle Term can be only once Universal.

13. Show that in two only of the Four Figures the Middle can be twice Universal.

14. Prove the legitimate Modes of the Third Figure, and show that none of them is a Useless Mode.

15. State and illustrate the analogous Fallacies in Categorical and Conditional reasoning.

16. State the Modes of reasoning in Disjunctive Syllogisms; and examine the following argument:—

"I have either passed or not passed my examination;
But I have passed it:
Therefore I have not passed it."

17. Give an instance from the First Book of Euclid of—

(*a.*) A Simple Disjunctive Syllogism;
(*b.*) A Syllogism Disjunctive from the Enumeration of Parts.

18. Define and illustrate the Dilemma, and show the various ways in which it may be met.

19. Reduce Bokardo ad Impossibile; and show the various logical principles involved in the process.

20. Show that Bokardo may be reduced *ostensively*.
21. Define Sorites, and prove the Special Rules.
22. Give a general classification of Fallacies.
23. Define Petitio Principii; and refute the allegation—that every Syllogism involves this fallacy.
24. Explain the terms *Analysis* and *Synthesis;* and distinguish between the Analytical and Synthetical methods in Science.

Metaphysics.

1. What great cardinal tendencies and antagonisms does the history of Philosophy exhibit?
2. What are the great eras of Modern Philosophy?
3. Define Psychology.
Where and how may its facts be found?
4. Distinguish between the two methods of investigating the phenomena of Mind.
5. Analyse the phenomena of Conscious life in general; and of Knowledge in particular.
6. Compare DesCartes', Locke's, and Kant's proofs of the existence of God.
7. What is the essence of all forms of Pantheism?
8. Explain the following proposition: "*Deus est omnium rerum causa immanens, non vero transiens.*"
9. What does Spinoza mean by Slavery, and where alone, according to him, is Freedom to be found?
10. State Berkeley's proof that the perception of Distance is not immediate.
11. State and criticise Hume's analysis of Causality.
How was it controverted by Reid?
How by Kant?
12. How does Kant account for the fact—that Metaphysics has not been a progressive science?
13. What is the fundamental question of the whole Critical Philosophy?
14. What great contradictions are asserted to be found in the system?
15. How does Kant arrive at his Categories?
16. How does he arrive at his Ideas?
What validity, and what use, does he assert for his Ideas?
17. What arguments are advanced for the doctrine of Unconscious Mental Modifications?
18. Give Hamilton's threefold division of Cosmothetic Idealists.

Second Year's French.

Examiner, Professor Geisler, PH.D.

1. Translate into English:

Hélas! si, je l'aimais
Tendrement; et je l'aime encore plus que jamais.
En renonçant à lui, je me fais violence,
Et j'ai bien dévoré des larmes en silence.

Vous m'effrayez!—Je vois bien que j'ai tort
Et que mon imprudence excite ce transport.

Appendix E.

Sessional Examinations.

Quand la borne est franchie, il n'est plus de limite,
Et la première faute aux fautes nous invite.

De grâce ! epargnez-moi. Je souffre plus que vous.
Que ne puis-je obéir au penchant de mon âme,
Monsieur George ! demain je serais votre femme.

Laissons là votre père et finissons ce jeu.
C'est une autorité sous laquelle on s'abrite,
Et je sais ce que vaut ce prétexte hypocrite.
On ne peut pas traîner les filles à l'autel,
Et leur faire épouser de force tel ou tel ;
Elles ont bien assez d'intelligence, en somme,
Pour savoir dire un non, ne voulant pas d'un homme,
Et lorsque d'un monsieur impertinent ou laid
Elles font leur mari, c'est que cela leur plaît.

Ah ! vraiment ! donnant tout à la foi conjugale,
Vous m'offrirez à moi quelque aumône amicale ;
Je me contenterai de ces miettes de coeur,
Pour l'autre l'abandon et pour moi la pudeur.

Je suis joué, trahi, renié lâchement.
Elle est là toujours belle !—Ah ! l'éclat de son teint
Par un fléau vengeur puisse-t-il être éteint !
Ce luxe ne sied pas chez un simple notaire.
Les bourgeois, au vieux temps, n'avaient pas ce travers
De donner de grands bals comme des ducs et des pairs :
Les rangs étaient gardés : on voyait d'habitude
Le marchand au comptoir, le notaire à l'étude,
Et chacun, conformant ses goûts à son état,
Laissait aux grands seigneurs le luxe et l'apparat.
Les révolutions ont tout mis en déroute
— Et de là vient, monsieur, que l'on fait banqueroute.

Je vois s'évanouir mes ressources suprêmes.

On a beau calculer et régler la dépense,
Toujours les déboursés vont plus loin qu'on ne pense.
Puis l'entretien ! On est dévoré par les frais.

De vous elle raffole, et d'un noeud légitime,
Vous pouvez enchaîner votre douce victime.

N'avez-vous pas compris qu'on vous tient à l'écart ?
Jadis, lettres, billets pleuvaient de toute part ;
Depuis le jour qui vit crouler votre fortune,
Trouvez-vous sur ce point que l'on vous importune ?

Votre future est là ; je vous présenterai.

Si j'en crois certains bruits, elle songerait moins
A se faire admirer qu'à pleurer sans témoins.

La faillite est au bout, et ce sera miracle
Si l'an prochain n'amène une grosse débâcle.

PONSARD.—*L'Honneur et L'Argent.*

2. Translate into English :

Si comme je me plais à le croire, l'intérêt de la science est compté au nombre des grands intérêts nationaux, j'ai donné à mon pays tout ce que lui donne le soldat mutilé sur le champ de bataille. Quelle que soit la destinée de mes travaux, cet exemple, je l'espère, ne sera pas perdu. Je voudrais qu'il servît à combattre l'espèce d'affaissement moral, qui est la maladie de la génération nouvelle ; qu'il pût ramener dans le droit chemin de la vie quelqu'une de ces âmes énervées qui se plaignent de manquer de foi, qui ne savent où se prendre et vont cherchant partout, sans le rencontrer nulle part, un objet de culte et de dévouement. Pourquoi se dire avec amertume que dans le monde, constitué comme il est, il n'y a pas d'air pour toutes les poitrines, pas d'emploi pour toutes les intelligences ? L'étude sérieuse et calme n'est-elle pas là ; et n'y a-t-il pas en elle un refuge, une espérance, une carrière à la portée de chacun de nous ? Avec elle on traverse les mauvais jours sans en sentir le poids ; on se fait à soi-même sa destinée ; on use noblement sa vie.

Voilà ce que j'ai fait et que je ferais encore si j'avais à recommencer ma route ; je prendrais celle qui m'a conduit où je suis. Aveugle et souffrant sans espoir et presque sans relâche, je puis rendre ce témoignage, qui de ma part ne sera pas suspect ; il y a au monde quelque chose qui vaut mieux que les jouissances matérielles, mieux que la fortune, mieux que la santé elle-même, c'est le dévouement à la science.

AUGUSTIN THIERRY.

Translate into French :

We have taken the wrong road. In whatever society this gentleman may be, he takes the lead in the conversation. Three hours passed without our noticing it. Willing or unwilling, we must go to-morrow. For my part, I willingly agree to it. Say what you like, I will not act against my will. Your father is not angry with you ; you are mistaken. Sit before the fire and warm yourself. Take care ; you will fall. He could not stand it any longer ; he was quite out of patience. You do not know what it is about ; if you interfere in it they will not feel obliged to you. We must be well on our guard. I am certain he is laying a snare for us. I wanted to borrow some money from him, but he saw what I was driving at. You will not succeed in convincing me. You were within a very little of falling. I will endeavour to become acquainted with my duties as soon as possible. Well, Sir, can't we come to terms ? Will you take what I offer ? He played me a nasty trick. Nothing serious happened ; he was let off with a fright. My brother is not at home ; he has just gone out.

SECOND YEAR'S GERMAN.

Examiner, Professor Geisler, PH.D.

Translate into English :—

Tell: Der Tell holt ein verlornes Lamm vom Abgrund,
Und sollte seinen Freunden sich entziehen ?
Doch *was* ihr thut, lasst mich aus Eurem *Rath!*
Ich kann nicht lange prüfen oder wählen,
Bedürft ihr meiner zu bestimmter *That.*
Dann ruft den Tell, es soll an mir nicht fehlen.

Melchthal : Nichts als den Stab dem augenlosen Greis !
Alles geraubt und auch das Licht der Sonne,
Des Aermsten allgemeines Gut—jetzt rede

Appendix E.

Sessional Examinations.

Mir keiner mehr von Bleiben, von Verbergen!
Was für ein feiger Elender bin ich,
Dass ich auf *meine* Sicherheit gedacht,
Und nicht auf Deine!—Dein geliebtes Haupt
Als Pfand gelassen in des Wüthrich's Händen!
Feigherz 'ge Vorsicht, fahre hin—Auf nichts
Als blutige Vergeltung will ich denken.
Hinüber will ich—keiner soll mich halten—
Des Vater's Auge von dem Landvogt fordern—
Aus allen seinen Reisigen heraus
Will ich ihn finden—Nichts liegt mir am Leben,
Wenn ich den heissen ungeheuren Schmerz
In seinem Lebensblute kühle.

Stauffacher: Nein, eine Gränze hat Tyrannenmacht.
Wenn der Gedrückte nirgends Recht kann finden,
Wenn unerträglich wird die Last—greift er
Hinauf getrosten Muthes in den Himmel
Und holt herunter seine ew'gen Rechte,
Die droben hangen unveräusserlich
Und unzerbrechlich, wie die Sterne selbst.

Rudeuz: Da seh 'ich Dich, die Krone aller Frauen,
In weiblich reizender Geschäftigkeit,
In meinem Haus den Himmel mir erbauen,
Und wie der Frühling seine Blumen streut,
Mit schöner Anmuth mir das Leben schmücken
Und alles rings beleben und beglücken!

Tell: Komm du hervor, du Bringer bittrer Schmerzen,
Mein theures kleinod jetzt, mein höchster Schatz—
Ein ziel will ich Dir geben, das bis jetzt
Der frommen Bitte undurchdringlich war—
Doch *Dir* soll es nicht widerstehen—Und Du,
Vertraute Bogensehne, die so oft
Mir treu gedient hat in der Freude Spielen,
Verlass mich nicht im fürchterlichen Ernst!
Nur jetzt noch halte fest, Du treuer Strang,
Der mir so oft den herben Pfeil beflügelt—
Entränn 'er jetzo Kraftlos meinen Händen,
Ich habe keinen zweiten zu versenden.

William Tell, by SCHILLER.

Alphons: Lass uns zusammen, liebe Schwester, wirken!
Wie wir zu beider Vortheil oft gethan.
Wenn ich zu eifrig bin, so lindre Du:
Und bist du zu gelind, so will ich treiben.
Wir sehen dann auf einmal ihn vielleicht
Am ziel, wo wir ihn lang gewünscht zu sehen.
Dann soll das Vaterland, es soll die Welt
Erstaunen, welch ein Werk vollendet worden.
Ich nehme meinen Theil des Ruhms davon,
Und er wird in das Leben eingeführt.
Ein edler Mensch kann einem engen Kreise
Nicht seine Bildung danken, Vaterland
Und Welt muss auf ihn wirken. Ruhm und Tadel
Muss er ertragen lernen. Sich und andre

Wird er gezwungen, recht zu kennen. Ihn
Wiegt nicht die Einsamkeit mehr schmeichelnd ein.
Es *will* der Feind—es *darf* der Freund nicht schonen,
Dann übt der Jüngling streitend seine Kräfte
Fühlt was er ist und fühlt sich bald ein Mann.—*Tasso, by* GOETHE.

Translate into German :—

The young king's mother took revenge upon Lycurgus by accusing him of entertaining designs against his nephew's life. Hereupon he resolved to withdraw from his native country and to visit foreign lands. He was absent many years, and is said to have employed his time in studying the institutions of other nations, in order to devise a system of laws and regulations which might deliver Sparta from the evils under which it had long been suffering. During his absence the young king had grown up and assumed the reins of government ; but the disorders of the state had meantime become worse than ever, and all parties longed for a termination to their present sufferings. Accordingly the return of Lycurgus was hailed with delight, and he found the people both ready and willing to submit to an entire change in their government and institutions. He now set himself to work to carry his long projected reforms into effect ; but before he commenced his arduous task he consulted the Delphian Oracle from which he received strong assurances of divine support. Thus encouraged by the god, he suddenly presented himself in the market-place, surrounded by thirty of the most distinguished Spartans in arms.

MATHEMATICS.

HONORS—FIRST YEAR.

Examiner, Professor Allman, LL.D.

1. Prove that the six centres of similitude of three circles taken in pairs lie three by three on four straight lines.

2. Being given the sum and the sum of the squares of three magnitudes in geometrical progression : find them.

3. If $(1 + e \cos \theta)(1 - e \cos u) = 1 - e^2$, show that—

$$\tan \frac{\theta}{2} = \sqrt{\frac{1+e}{1-e}} \tan \frac{u}{2}.$$

4. A small circle, whose pole is C, and a point P are given ; through the point P any great circle is drawn meeting the small circle in A and B ; prove that—

$$\tan \frac{ACP}{2}, \tan \frac{BCP}{2} \text{ is constant.}$$

5. Cut a sphere by a plane so that the area of the section shall be equal to the difference between the superficial areas of the two zones cut off by this plane.

6. Investigate by the method of indeterminate co-efficients the series for the sine and cosine in powers of the arc.

7. Find the condition which must be satisfied in order that the second and third terms of an equation may be removed by the same transformation.

8. Solve the following equations :—

$x^4 - 8x^3 + 14x^2 + 8x - 15 = 0$, the roots of which are in arithmetical progression ;

$x^5 - x^4 - 2x^3 + 2x^2 + x - 1 = 0$.

9. Calculate—

$$\begin{vmatrix} 1, & 1, & 1 \\ x^2, & y^2, & z^2 \\ x^3, & y^3, & z^3 \end{vmatrix}.$$

Appendix E. Sessional Examinations.

10. Given the base of a triangle, find the locus of the vertex if the portion intercepted by the sides on a given line is constant.

11. Find the equation of the circle passing through the foot of the perpendicular drawn from the vertex to the base and through the middle points of the sides: show that it also passes through the middle point of the base.

12. A straight line is drawn from one extremity of a diameter of a circle to meet the tangent drawn at the other, a part is then cut off from this line equal to the portion of it intercepted between the circle and the tangent: find the locus of the point of section.

Honors—Second Year.

Examiner, Professor Allman, LL.D.

1. Construct the curves represented by the following equations:—

$$5x^2+4xy+y^2-5x-2y-19=0;$$
$$xy+2x-5y=0;$$
$$\sqrt{\frac{x}{h}}+\sqrt{\frac{y}{k}}=1.$$

2. Find the locus of the centre of a conic section—
   (*a*) Passing through four fixed points;
   (*b*) Touching four given straight lines.

3. If a chord PP′ of a conic section pass through a fixed point O, prove that $\tan\frac{PFO}{2}\cdot\tan\frac{P'FO}{2}$ is constant where F is a focus of the curve.

4. Find the locus of the foot of the perpendicular drawn from the centre of an equilateral hyperbola to a tangent, and investigate the figure of the curve.

5. Find the n^{th} differential coefficient of $e^{ax}\sin rx$.

Show that $\left(\frac{d}{dx}\right)^r(e^{ax}x^n)=a^{r-n}x^{n-r}\left(\frac{d}{dx}\right)^n(e^{ax}x^r)$.

6. A semicircle is described on the axis major of an ellipse; draw a line from one extremity of the axis so that the portion intercepted between the circle and the ellipse shall be a maximum.

7. Find an expression for the radius of curvature at any point of a curve.

Find the radius of curvature at any point of the parabola $y^2=4mx$.

8. Transform the equation $x^2\frac{d^2y}{dx^2}+ax\frac{dy}{dx}+by=0$, into another where θ is the independent variable, being given $x=e^\theta$.

9. Find the differential coefficients of an arc of a curve referred to rectangular and to polar co-ordinates; find also the differential coefficient of the volume of a solid of revolution.

10. Find the whole area between the cissoid $x^3=y^2(a-x)$ and its asymptote.

Find also the length of an arc of the semi-cubical parabola $ay^2=x^3$ measured from the origin.

11. Investigate formulæ of reduction for the following integrals:—

$$\int\frac{dz}{(z^2+a^2)^m};\qquad\int\tan^n\theta d\theta;\qquad\int x^n\cos axdx.$$

12. Find the following integrals:—

$$\int\frac{dx}{x\sqrt{x^2-a^2}};\qquad\int\frac{dx}{3\sin x+\sin 2x};\qquad\int^a x^{\frac{3}{2}}(2ax-x^2)^{\frac{1}{2}}dx.$$

Third Year.

Examiner, Professor Allman, LL.D.

1. Find the equation of the plane passing through given points; give the geometrical signification of the constants which enter into the equation.

2. Find the condition that the general equation of the second degree should represent—

(*a.*) a cone;

(*b.*) a surface of revolution.

3. A and O are two fixed points, the latter being on the surface of a sphere. Let the line joining any other point D on the sphere to A, meet the sphere again in D'. On O D a portion is then taken equal to A D'; find the locus of P.

4. Given a portion of an elliptic paraboloid; construct the surface.

5. Investigate an expression for the angle of torsion of a curve of double curvature. Find the angle of torsion of the helix.

6. Prove that the sum of the reciprocals of the radii of curvature of two normal sections at right angles to each other is constant.

7. Give a short account of the solution of differential equations:—

(*a.*) by the method of the separation of the variables;

(*b.*) by the determination of an integrating factor;

(*c.*) by the variation of parameters.

8. Solve the following differential equations:—

$$y=x\frac{dy}{dx}+\left(\frac{dy}{dx}\right)^2;\quad x^2\frac{d^2y}{dx^2}-x\frac{dy}{dx}=3y.$$

9. Investigate the solution of the partial differential equation—

$$P\frac{dz}{dx}+Q\frac{dz}{dy}=R,$$

where P, Q and R are functions of x, y and z.

Integrate the partial differential equations—

$$(x+y)\frac{dz}{dx}+(y-x)\frac{dz}{dy}=z;\quad x^2\frac{dz}{dx}+y^2\frac{dz}{dy}=nxy.$$

Second Year's Arts and Engineering—Honors.

Mixed Mathematics.—*Examiner, Professor Curtis,* LL.D.

1. Determine the centre of gravity—

(*a*) of a triangular plate,

(*b*) of a trapezium,

(*c*) of a pyramid on any polygonal base.

2. A string of length l is suspended by its extremities from two fixed points, at a distance from each other equal to a, and the line joining them is inclined to the vertical at an angle α, a weight, W, is attached to a ring free to slide along the string; prove that the lengths of the two portions of the string, into which it is divided by the point of contact of the ring, are the roots of equation—

$$x^2-lx+\frac{(l^2-a^2)\,l^2}{4\,(l^2-a^2\sin^2\alpha)}=0$$

and that T, the tension on the string, is equal to $\dfrac{Wl}{2\sqrt{l^2-a^2\sin^2\alpha}}$.

Appendix E. — Sessional Examinations.

3. A heterogeneous rod, AB, the centre of gravity of which divides it into segments m, and n, rests in equilibrio, one end being attached to a string of length l, fastened to a fixed point, the other resting on a rough plane inclined at an angle v to the horizon. If ϕ, and θ denote the angles of inclination of the rod, and string, respectively, to the vertical, ϵ the angle of friction between the rod and the plane, and k the distance of the fixed extremity of the string from the plane, prove that, when the rod is on the point of slipping, θ, and ϕ are determined by the following equations:—

$$\cot\phi = \frac{n\cot(\epsilon - v) - m\cot\theta}{m+n},$$

$$(m+n)\cos(\phi+v) + l\cos(\theta - v) = k.$$

4. Prove that a projectile describes a parabola, and determine the co-ordinates of the focus, and of the vertex.

5. Given the velocity of projection in magnitude, and the initial point, determine—

(*a*) the envelope of all possible paths,

(*b*) the direction of projection, which will give the maximum range on a given curve situated in a vertical plane passing through the initial point,

(*c*) the direction of projection, which will cause the projectile to pass through a given point.

6. A heavy body is projected from a given point; given the vertical component of its initial velocity, prove that the locus of the focus of its path is a parabola, and that of its vertex a straight line.

Also given the *horizontal* component, all else being as before, prove that the locus of the focus, and the locus of the vertex are both parabolæ.

7. Assuming the general formulæ for the co-ordinates of the *centre of pressure* of a triangle, and being given a triangular area, and a point within it, determine to what depths the three angles should be sunk, in order that this point should be the centre of pressure, and the entire pressure, to which the area is exposed, should be given.

8. Assuming the same formulæ, prove that, if H_1, H_2, H_3 be the depths, to which the middle points of the three sides, a, b, c, of the triangle, whose area is N, are immersed, the trilinear co-ordinates of the *centre* of pressure referred to the three sides are expressed by the formulæ—

$$x = \frac{N}{a}\left\{\frac{H_2+H_3}{H_1+H_2+H_3}\right\},$$

$$y = \frac{N}{b}\left\{\frac{H_1+H_3}{H_1+H_2+H_3}\right\},$$

$$z = \frac{N}{c}\left\{\frac{H_1+H_2}{H_1+H_2+H_3}\right\}.$$

9. If a triangular area ABC be sunk in a homogeneous liquid in such a way that its centre of pressure coincides with the centre of its inscribed circle, prove that the depths, to which the middle points of the sides, a, b, c, are immersed, are respectively proportional to—

$$\cot\frac{A}{2}, \cot\frac{B}{2}, \cot\frac{C}{2}.$$

10. If the centre of gravity of a plane area bisect any line in its plane, and, in the case in which one extremity of this line is in the surface of a liquid in which the entire area is immersed, the centre of pressure cut it in the ratio $m:n$, prove that, when the area is so immersed that the extremities of the line are at depths h_1, h_2, the centre of pressure cuts it in the proportion of $mh_2+nh_1 : mh_1+nh_2$.

Third Year's Arts, and Second Year's Engineering.

Experimental Physics.—*Examiner, Professor Curtis,* LL.D.

1. Show that the free surface of a heavy liquid rotating round a vertical axis is a paraboloid.

2. Decribe Nicholson's Hydrometer and the manner of using it—
   (*a.*) For determining the specific gravity of a solid.
   (*b.*) For determining the specific gravity of a liquid.

3. Describe the *Aneroid Barometer.*

4. By what experiment may it be proved that the velocity of efflux is proportional to the square root of the *head* of water?

5. Describe Leslie's Differential Thermometer, and state its defects.

6. Describe Tyndall's experiment for verifying the law for the variation in the intensity of the heat received from a given source according as the distance is varied.

7. Describe the *Siren.*

8. Explain what is meant by *wave length,* and establish the equation $\lambda = vt$.

9. State, according to Faraday, the use of the tinfoil coatings in a Leyden jar.

10. Give the rule for the polarity of a bar of steel magnetized by a helical current.

Additional credit will be given for answers to the following questions:—

11. Deduce a formula for the *Counterpoised Barometer.*

12. Obtain an expression for the *Latent Heat* of water at any temperature less than 32° Fahrenheit.

13. Prove that the form of the formula for the velocity of cooling, $V = c(a^t - a^{t'})$, is unaffected by change of zero, or the system of graduation of the thermometer employed, while the value of c is affected by a change of zero, and that of a by a change of scale.

14. Compare the fundamental tone and overtones of a tube open at *one* end with those of a tube open at *both* ends, and determine the condition that their fundamental notes should be the same. How far, in this case, will their overtones agree?

15. Determine the magnetic curves due to two poles, similar or dissimilar, of two long magnets of different intensities, the other poles being so distant that their effect may be neglected, and show how the curves may be described mechanically.

Faculty of Medicine.

Materia Medica.—*Examiner, Professor Pye,* M.D.

1. Write a short essay on the connexion between the physiological and therapeutic action of medicines.

2. Describe generally the processes for extracting alkaloids from plants containing them, and select any one of the officinal alkaloids as an illustration.

3. Enumerate the substances used as vermicides in cases of tapeworm. Mention their preparations, the countries from which they are obtained, and add a short note on the special advantage (if any) of each.

4. The preparation, properties, and therapeutic uses of bromide of potassium.

5. The preparation, properties, and therapeutic uses of iodine.

In addition each candidate will be examined *viva voce.*

Appendix E.

Sessional Examinations.

Anatomy and Physiology.

Examiner, Professor Cleland, M.D., F.R.S.

Junior Anatomy.

1. Describe the body and the spinous process of the third cervical, the fourth dorsal, and the third lumbar vertebræ.
2. Enumerate the masses, plates and processes of the ethmoid bone, and state the human peculiarities of the bone as distinguished from the form in the domestic animals, e.g., the sheep.
3. Describe the capsular, cotyloid, and round ligaments of the hip joint.
4. Describe the structure, attachments, relations, and actions of the sterno-cleido-mastoid muscle.
5. Give a full description of the attachments, structure, relations, and actions of the biceps flexor brachialis muscle.
6. Describe the foramen of Winslow, and lesser sac of the peritoneum.

Junior Physiology.

1. Describe the appearances, varieties, and vital and other properties of connective tissue corpuscles.
2. Describe the properties chemical and digestive of pepsin.
3. State the causes of the first and second sounds of the heart, and give proofs.
4. Enumerate the different actions of the liver, and give a theory of the purposes served by its action in the economy.
5. Give the evidence of the difference of function of the anterior and posterior roots of spinal nerves.
6. Prove that the optic pore is insensible to light, and that the yellow spot of Soemmering is the most sensitive part of the retina.

Senior Anatomy.

1. Describe each foramen through which a nerve emerges from the cranial cavity, naming the nerve.
2. Describe the commencement, termination, course, and relations of the axillary artery, and the place of origin of each of its branches.
3. Describe the origin, course and branches of the median nerve.
4. Describe the origins of the tibialis posticus, flexor longus pollicis pedis, and flexor longus digitorum pedis muscles, and the vessels and nerves in relation to them at the back of the leg.
5. Describe the position, extent, and relations of the parotid gland.
6. Describe the diaphragm.

Senior Physiology.

1. Describe the appearances, varieties, and vital and other properties of connective tissue corpuscles.
2. Describe the microscopic and experimental evidence of the mode in which secretion is carried on and governed in the submaxillary gland.
3. Describe the rapidity and comparative force of the flow of blood in arteries, capillaries, and veins, and the time required for an introduced fluid to complete a round of the circulation.
4. Describe the secretory structure of the kidney, and state the evidence as to the formation of urea by the kidney, and its elimination of urea elsewhere formed.
5. Describe the fornix, and state shortly the mode of its development.
6. Describe the different layers of the choroid coat of the eye in the human subject and in the ox.

Senior Class.

Practice of Medicine.—*Examiner, Professor Colahan,* M.D.

1. What habit of body favours the occurrence of gastric ulcer? Describe the different forms of ulcer found in the stomach, and their mode of production. What are the peculiar symptoms of this disease? State your prognosis and treatment.

2. What are the symptoms of acute general peritonitis? What are its causes? What diseases resemble it in their symptoms? How would you treat it?

3. State what assistance you would expect to derive in the treatment of typhoid fever by a careful investigation of the temperature.

4. How would you diagnose variola? Describe the course of the disease from invasion to desquamation. How would you treat it? Mention some of the ectrotic remedies generally in use.

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REPORT

ON

THE CONDITION AND PROGRESS

OF THE

QUEEN'S UNIVERSITY IN IRELAND,

FOR THE YEAR 1875-76.

BY

HIS GRACE THE DUKE OF LEINSTER,
CHANCELLOR OF THE UNIVERSITY.

Presented to both Houses of Parliament by Command of Her Majesty.

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REPORT.

TO HIS GRACE JAMES DUKE OF ABERCORN, K.G., &c., &c., &c.,
LORD LIEUTENANT-GENERAL AND GENERAL GOVERNOR OF IRELAND.

Queen's University, Dublin Castle,
June 1, 1876.

May it please your Grace,

As Chancellor of the Queen's University in Ireland, it becomes my duty, in compliance with the provisions of Her Majesty's Charter, to furnish to your Grace the Report of the Condition and Progress of the University since the 1st June, 1875.

The General University Examinations during the period of this Report commenced on the 22nd of September, and terminated on the 12th of October, 1875. Examinations for Degrees in the Faculty of Medicine were also held in June, 1875, and First University Examinations in Arts and Engineering were also held in January, 1876. At these various Examinations 655* Candidates presented themselves. Lists of those who were successful are annexed, and a List of the Students Matriculated in the University since the 1st of October last. App. II.

In addition to these Examinations for Members of the University, Examinations of Candidates who are not Members of the University, both Male and Female, were held in the month of June, 1875.

The principal public meeting of the University, to confer degrees and diplomas, and distribute prizes, was held in St. Patrick's

* In this number the candidates who underwent more than one distinct University Examination within the year are enumerated separately. This happened in 177 cases, so that the number of individuals examined was 478.

App. I. Hall, Dublin Castle, on the 15th of October last. An account of the proceedings is appended to this Report.

The following papers are also annexed for your Grace's information :—

App. III. The Estimate for the year.

App. IV. The Cash Account for the year.

App. V. A Return of the several Meetings of the Senate since my last Report.

I have the honour to be
Your Grace's
Obedient and faithful Servant,
LEINSTER,
Chancellor.

APPENDIX.

Appendix I.

PUBLIC MEETING of the QUEEN'S UNIVERSITY in IRELAND, held in St. Patrick's Hall, Dublin Castle, on the 15th October, 1875.

AFTER the close of the Examinations of the year 1875, a public meeting of the Queen's University was held in Dublin Castle on the 15th October, 1875, for conferring degrees, diplomas, and prizes.

A large number of distinguished persons having taken their places in the Examination Hall, His Grace the Duke of Leinster, Chancellor of the University, the Senate, the Professors and Examiners, and the Candidates, entered it in procession.

HIS GRACE THE DUKE OF LEINSTER, Chancellor of the University, opened the meeting with the following address :—

LADIES AND GENTLEMEN,

During the academic year, which is this day brought to a close, 783 students of various denominations have been taught in the colleges of the Queen's University. Two hundred and eleven of these students are members of the Church of Ireland, 209 are Roman Catholics, 266 are Presbyterians, and the remaining 97 belong to other denominations. During the present academic year 490 distinct candidates have been present at the University examinations, and of these about one-third have undergone two University examinations within that period; 320 have come up to the standard required by the examiners; 3 have passed the examination for the degree of doctor of laws, and one for the degree of bachelor in the same faculty; 46 have satisfied the examiners for the degree of doctor of medicine, and to six of these special honors have been awarded for the excellence of their answering; 38 have passed for the degree of master in surgery, and 30 for the diploma in midwifery. At the two previous University examinations in the faculty of medicine 77 and 71 candidates, respectively, have satisfied the examiners.

The students who enter the faculty of arts in the Queen's University consist mainly of candidates who seek high University distinctions; and I am happy to say that out of 14 who have this year been deemed worthy of the higher degree—that of master in arts—9 have been reported to the Senate by the examiners as deserving of University honors. In one case, that of Mr. Joseph Larmor, the examiners have added a special report, calling the attention of the Senate to the unusual excellence of his answering in two distinct honor groups—in the group of the mathematical, and in the group of the experimental sciences. Thirty-two candidates have been successful in seeking the degree of bachelor in arts and 15 of these are returned as having highly distinguished themselves. At the previous University examination in arts 52 candidates have been successful. In the faculty of civil engineering 11 candidates have satisfied the examiners at their previous examination, and 10 have passed the examination for the degree. Four of these latter are returned as having distinguished themselves, and one (Mr. Coey) as having answered with unusual excellence.

Appendix.
I.
Public Meeting.

In addition to the grace passed for the degrees to the candidates whom I have just enumerated, and whose names are in the lists which have been circulated through the hall, the Senate has passed a special grace for the following honorary degrees, to be also conferred on this occasion:—The honorary degree of master in arts on Robert Hart, a graduate of this University, Inspector-General of the Maritime Customs of the Empire of China, in recognition of his able administration for many years of the Maritime Customs of the Empire of China; the honorary degree of doctor in science, upon Peter Tait, Professor of Natural Philosophy in the University of Edinburgh, formerly a professor in the Queen's University, in recognition of his eminent attainments in science; the honorary degree of doctor in science, upon James Thomson, Professor Civil Engineering in the University of Glasgow, and formerly professor in the Queen's University, in recognition of his discoveries in physical science; the honorary degree of bachelor in engineering, upon Hugh Carlile, who was educated in the Engineering Faculty of Queen's College, Belfast, and is now engineer-in-chief of the Imperial Railway between Riga and Dunaberg.

It has been usual at these anniversary meetings of the University to commemorate any instance which may happen to come to our knowledge in which the qualifications of our graduates have been publicly recognised outside the University; and I will now mention the cases of this kind which have been reported to me as having occurred within the academic year. Mr. James M'Master, of Queen's College, Belfast, who took his degree of master in arts in this hall two years ago, has been within the last few months appointed Professor of Ancient Classics in Magee College. George M'Closkie, another graduate of the University, has been appointed Professor of Natural Science in the University of New Jersey, in the United States. Dr. T. Cranston Charles, of Queen's College, Belfast, has been selected for the office of Demonstrator in the medical school of St. Thomas's Hospital. Another medical graduate, Dr. Brown, of Queen's College, Belfast, has been appointed surgeon of the Belfast General Hospital. Four graduates in arts of the University—Michael Keenan, of Queen's College, Belfast; Michael Mullally, of Queen's College, Galway; James O'Donoghue, of Queen's College, Cork, and John Moran, of Queen's Colleges, Galway and Cork—have obtained the appointments of inspectors of National schools. Another graduate in arts—Edward Cuming, of Queen's College, Belfast—has been awarded the law studentship of the Inns of Court in London. This is, I am informed, the eighth occasion on which this distinction has been carried off by graduates of Queen's University. It is the highest distinction in Great Britain which is open to students preparing for the Bar. Mr. Leslie Porter, who will this day receive the degree of master of arts, recently obtained the first place at the second examination for the Indian Civil Service. Mr. Richard Woods, of Queen's College, Galway, a graduate in engineering, of the University, has won a place in the competition for admission to the Cooper's-hill Indian Engineering College.

In the public competitions which are open to our medical graduates a long list of their successes has been furnished to me. For the Army Medical Service—Dr. Le Grand, of Queen's College, Cork; Dr. Burges, of Queen's College, Cork; Daniel O'Sullivan, of Queen's College, Cork; and Charles Sharpe, of Queen's College, Belfast. For the Naval Medical Service—Dr. Macaulay, of Queen's College, Galway; Dr. Pearson, of Queen's College, Cork; and Michael Ronan, of Queen's College, Cork. And the following for the Indian Medical Service—Dr. Freyer, of Queen's

College, Galway; Dr. Greany, of Queen's College, Cork; Dr. Adams, of Queen's Colleges, Belfast and Galway; Dr. Parker, of Queen's College, Galway; Dr. O'Neill, of Queen's College, Cork; Dr. Moran, of Queen's College, Cork; and Dr. O'Connor, of Queen's College, Galway. The first place among the naval candidates was obtained by Dr. Macaulay, of Queen's College, Galway, and the first place among all the candidates whether for the army, navy, or Indian services, by Dr. Freyer, another graduate of this University, educated at Queen's College, Galway.

In connexion with the success of our medical graduates, I may refer to the testimony borne to the quality of our medical examinations by a competent and experienced judge, Professor Humphrey, of Cambridge, one of the inspectors sent over by the General Medical Council of the United Kingdom to inquire into the medical examinations of the Queen's University. Speaking at the Medical Council of the return which he and his colleague had made to that body after their inspection, he is reported in the *Medical Times and Gazette* to have used these words, "That there was no other report in which such high encomium was passed, as appeared in the last paragraph of the report on the Queen's University examination," and he added that "his own impression was that it was one of the very best examinations in the United Kingdom."

My attention has also been directed to the official minute of Sir Richard Temple, the Lieutenant-Governor of Bengal, in which he records the services of the officers who served under the Government of Bengal during the famine of 1874. He speaks in this way of the services of Mr. Anthony MacDonnell, of the Bengal Civil Service, formerly of Queen's College, Galway, who received the degree of Master in Arts in this University two years ago—"Among the sub-divisional officers, Mr. A. P. M'Donnell (Durbhinga), and Mr. C. F. Magrath (Mudhoobunnee), stand foremost. The charges they held at this time were virtually equal to collectorates. One of these two officers having one million, the other three-quarters of a million of persons in his jurisdiction respectively, and both having for a time to arrange for the support of more than half the people. On no two executive officers in all the distressed districts did a severer stress of hard work fall. They had to bear the brunt of the trouble in the worst parts of the whole country. They exercised foresight regarding the approach of the famine, and vigilance regarding its manifestations. They confronted with steadiness the troubles with which they were beset, and found remedies for every emergency as it arose."

The degrees, diplomas, and prizes were then conferred.

Sir Michael Hicks-Beach, who was received with applause, said—Your Grace, Vice-Chancellor, ladies, and gentlemen, I should ill repay the kindness with which, for the second time, you have welcomed my presence at this interesting ceremony if I detained you at this stage of the proceedings by any lengthy speech; but I am anxious to offer a few remarks, in the first place, as it were, in continuation of some observations which I addressed to you on a similar occasion last year; and in the second place, with reference to some important proposals which have recently elsewhere been made with regard to the future interests of the Queen's University.

Now, I ventured last year to ask for the Queen's University, not favour, but fair play (hear). I referred to the emphatic decision of Parliament in favour of the maintenance of this educational system. I dealt with that fact as a settled question, and I expressed my own belief that even those who were most opposed to the principle of the Queen's University

Appendix. I. Public Meeting.

would, under these circumstances, not desire to support a policy of starvation with regard to that institution (applause). I said also that at any rate that policy was not mine, nor that of Her Majesty's Government; and I undertook to consider the representations which had then recently been made to the Government upon such subjects as the inadequate provision for educational appliances in the colleges, and for the salaries of professors, and to consider these representations with every wish to promote the efficiency and prosperity of the Queen's Colleges; and I expressed my confidence that if it were proved that an additional grant from the Exchequer were necessary to promote these objects, neither the Government, nor Parliament, would refuse it (applause).

Well, I may, I think, venture to claim that the words which I then uttered have, to some extent, been fulfilled. As long ago as the year 1863 a provision of £4,800 a year, which Parliament had previously made for educational appliances, libraries, and other necessary expenses of the Queen's Colleges, was, I think, unwisely curtailed to £3,000 a year. Your authorities naturally remonstrated against that which they conceived to be a blow against the usefulness and improvement of their colleges; and I am happy to inform you that in the last year's estimates the Government proposed, and Parliament sanctioned, the restoration of that grant to its original amount (applause). I will leave it to the many among you who are qualified to express an opinion upon that point to say of how great value this alteration may turn out to be in these days of rapid advancement in learning and science of every kind, when no educational institution that does not keep abreast of these continual improvements, can hope to hold its own or do its proper work (applause).

Then, again, there is another point. Some persons have, in reference to the Queen's University, spoken of its work as if they had only regard to what it had done in the faculty of arts. Now, in a University such as this, which is largely recruited from the professional classes, I think it is obvious that the faculties of medicine and of law are at least of equal importance with that of arts (applause). We know that even the enemies of your system have been forced to admit its success in educating the medical profession (applause). We know that year by year there has been an increase of students and graduates in that faculty, and in order to meet that highly satisfactory and important growth Parliament has this year sanctioned an increase of more than £400 a year to provide for the salaries of additional examiners in the medical faculty (applause).

Again, there is the question of the superannuation of your aged professors. I know nothing that commends itself more heartily to our feelings and our sympathies (hear, hear). It is but a matter of sound policy, I may add of wise liberality, that there should be a fair and adequate provision for those who, during their years of health and strength, have done their best to serve their country, and have proved the efficiency of their work by the advancement in life of those whom they have educated (applause). I hope I may now say that this question is in a fair way of settlement upon a basis which will provide a far more adequate provision in the future for those who have been engaged in this work than the system hitherto existing has sanctioned.

I now come to a topic which has formed the subject of a resolution recently passed in the convocation of your University, and which is one, I must admit, of the greatest possible importance, namely, the adequacy of the remuneration of your professors. Now, it is impossible to look at this matter as a mere question of the increase of the incomes of those engaged in the tuition of your students—it has been also necessary for me to consider from what source that increase, if it should be granted, ought properly to be provided, and the whole question of the existing

position and relative duties of the professoriate in the Queen's University has of necessity also come under view. In dealing with so important a matter as that, I have felt the need of something beyond the ordinary information in possession of the Government, and even beyond the advice and suggestions which have been tendered to me by the authorities of the Queen's University itself. I think that it is well that, before arriving at a conclusion upon it, we should have before us the advice and experience of men who have been practically engaged in the work of other universities in the United Kingdom, and who are thoroughly acquainted with the system of tuition pursued in these universities (hear, hear). I intend to recommend to Her Majesty's Government a means by which that advice may be secured, I hope during the present autumn—a means by which this question may be fully and thoroughly entered into, and should my recommendation be acceded to, I believe that the result may be the fair, liberal, and impartial settlement of a question which is vital to the future improvement and prosperity of the Queen's University (loud applause).

If I may do so without wearying you, I would refer to yet another topic, which has also engaged the attention of your convocation, and upon which, I think, I may say that there was a practical unanimity of opinion. I refer to it with pleasure for two reasons. The first is, because I most firmly believe that the students of a university which only examines, belonging to colleges which only teach, lose one of the very greatest benefits which are properly derived from a university education (hear). The value of private association among members of a hall or college, in their daily life, apart from their studies, cannot, I venture to say, be over-estimated. It mitigates the temporary asperities of competition in the schools; it leads to life-long friendships, and above everything else, perhaps, it promotes that *esprit de corps* which, I think, must be admitted by all to be of inestimable moral and social value in the formation of the characters of our youth (applause). Well, then, for this reason, in the first place, I welcome the movement, which was only yesterday set on foot for the promotion of halls of residence in the Queen's Colleges (applause). But I welcome it also for another reason—because, on the part of those who set it on foot, and indeed pervading the whole of the debate upon the subject, I noticed a healthy spirit of self-help which, I think, does the utmost credit to the Convocation of the Queen's University (applause).

It may have been said by the opponents of your system that private and local aid was not forthcoming in support of Government funds because the system did not commend itself to the people of Ireland. But I think, at any rate, that it will hardly be asserted that the vast majority of the wealthy and educated classes in Ireland are not favourable to the system of the Queen's University (applause). What is happening at this moment in England? The wealthy inhabitants of the great manufacturing towns are becoming awake to the value of local universities. They know that the work of a university is not to be estimated only by the number of its matriculated students or of its graduates, but that above, perhaps, and certainly beyond this there is the pervading influence of enlightenment and science which such an institution is calculated to shed amongst the great centres of the working population. Impressed with this view they invited to their midst lecturers from our ancient English universities, and have provided, I may say, thousands of pounds in order to furnish buildings adequate for the instruction to be given by those lecturers. What is the case in Ireland? You have provided for you, either by former benefactors or

Appendix. I. Public Meeting.

by Imperial funds, a local university in the capital of each of the four Irish provinces—in the centre, so to speak, of the principal working population of Ireland; and I cannot believe that where wealthy Englishmen are now coming forward to introduce into the midst of their great towns a university education, entirely at their own expense, wealthy Irishmen will be backward to do their utmost in aid of a system which is already in their midst (applause). And I think I may add that should this movement succeed—and succeed by that self-help to which I have already referred as one of its most promising features—an answer of no little weight will be given to the strong language that is sometimes indulged in by those who find fault with the Queen's University.

The Queen's University is accustomed to abuse (laughter); but when at one and the same time, and by members of the same party, it is called "godless" and "sectarian," I think the public will, perhaps, be of opinion that where two such contradictory epithets are used, neither of them is likely to be true (hear, hear, and applause). But the Queen's University has withstood so many assaults of this kind in the past that it may well be hopeful for the future. Your best safeguard, I believe, lies in the honest and patient performance of the task that is assigned to you—in the determination to neglect no opportunity of promoting the efficiency and the thoroughness of the education which you give—and in the resolution that by your own exertions, and by the aid of your wealthy neighbours as well as by Government support, you will do your best to stimulate and utilize that fervent love of learning which has always been a characteristic of Irishmen (applause). I venture to say that continuance in this course will secure to you that which is the only true strength of such an institution as this, the sympathy and support of the great bulk of free, enlightened, and independent opinion in the United Kingdom (applause).

The following is a report of a speech delivered by Sir Michael Hicks-Beach, at the public meeting of the University, held on the 14th of October, 1874 :—

Sir Michael Hicks-Beach, on rising, was received with hearty plaudits. He said—Mr. Vice-Chancellor, Ladies, and Gentlemen—I can assure you it is with no little diffidence, even after such a welcome as that with which you have so kindly received me, that I venture, in the presence of this assembly, to which I am a comparative stranger, in reply to the call of your Vice-Chancellor, to offer a few remarks upon a subject that must be familiar to many of you, but with which I, at any rate, am more theoretically than practically acquainted. I can assure you that I look upon it, not only as a duty, but a pleasure to be present amongst you to-day (applause), and I can only regret the absence, due to causes which we must all deplore, of His Grace the Lord Lieutenant from an occasion at which I am sure he would gladly have been present; and perhaps I may add on my own behalf a short but heartfelt tribute of sorrow for the cause which leads also to the absence of your Chancellor from among you—a loss in his absence to the Queen's University, a greater loss in itself to this country of Ireland. I will only say with reference to the late Duke of Leinster, that he was a man whose best epitaph may be that "he lived among and for the good of his own people" (applause).

We are all aware that a powerful and numerous party in this country has been for many years consistently opposed to the very existence of the Queen's University and its colleges. This is not the time nor the

place to enter upon the discussion of a subject so important and so difficult, but I think I may venture to assert that even those who are most strongly opposed to the existence of the Queen's University would admit, that if it be maintained, it, at any rate, should receive fair play, and it can hardly be said to have fair play if its rulers and professors are continually harassed and diverted from their proper work of education by threatened legislation in Parliament, or interference on the part of Government (applause).

Nor can it in the second place be said to have fair play if the salaries of its professors are not what their necessarily increased expenditure demands, or if its educational appliances are not adequate to the purposes of such a University as we should wish to see it (applause). The first point, I think you will all recollect, was decided, when in the year 1873 the House of Commons so unmistakably voted in favour of the maintenance of the Queen's University (applause). The second point is one rather of an administrative character, and one which has been already pressed upon the attention of Her Majesty's Government.

I have received, since I have had the honour to hold my present office, several representations from the heads of your different colleges and from other authorities of the University, on matters such as those to which I have briefly alluded. I will only say that they are such as to demand the early and careful consideration of the Government, that they will be considered with every wish to improve the position and usefulness of the Queen's University (applause); and that I am confident that if it be proved that additional expenditure upon the University or its colleges is required, neither the Government nor the House of Commons will be reluctant to find the necessary means for that expenditure (applause).

But there are other points of even greater importance to the future increased usefulness and prosperity of this University. I need only refer to that great question of intermediate education, which I notice has already been alluded to in your proceedings yesterday in Convocation, and which has for so many years occupied the attention of statesmen and men of learning connected with Ireland. No one can exaggerate the importance of providing means by which the youth of this country in search of a liberal education may be raised to the proper standard of knowledge before the age arrives at which it is necessary for them to present themselves for matriculation at the Queen's or any other University. No one can exaggerate the difficulty under which the Universities of the country must labour in keeping up a proper standard of matriculation, if the candidates who present themselves have not had the advantage of proper training previously at school (hear, hear). I mention these points to show, at any rate, that I in some degree appreciate the importance of the question. But you, and I, too, must not overlook this difficulty, which, I think, is best proved by the fact that in spite of the inquiries of commissions, and the suggestions which have been made for years past to remedy what all have admitted to be a grievance, I believe no single step in advance has yet been taken. Well, I will only say that this is one of those questions which, in my mind, deserve the earliest attention of Government in connexion with Ireland.

But there is another point to which, I have no doubt, the attention of your own rulers may be, or has been directed, and that is this—however well a country may be furnished with schools which may bring up its youth to a proper standard before their admission to a university course, there will still remain perhaps a necessity for means to enable them to pursue their studies as long as could be wished. Some remarks have recently appeared—I think in the English press—upon the subject of the endowments of the Queen's University, upon the

Appendix. I. Public Meeting.

number of scholarships and exhibitions compared with the number of students in arts. I think it ought not to be forgotten that the number of those exhibitions may have been unfairly estimated, by counting an exhibition obtained by a student during each of three years as three separate exhibitions. I think, also, that it is hardly appreciated in England of how very small value the exhibitions of the Queen's University are as compared with the scholarships at our English Universities (hear, hear). It might possibly be well to amalgamate some of those exhibitions, in order to make them more valuable. But, whatever is done, I hope nothing will be done to withdraw from the poorer class of students those means which now enable them to avail themselves of a liberal education in the Queen's University to an extent which is, I believe, unknown in the old universities in England (applause).

But there is one point in the report which was read of the honours which have been obtained by the students of the Queen's University during the past year, which specially commended itself to my notice in connexion with this question. We have known for many years past how proud a position the graduates of the Queen's University have occupied in the public competitions for the civil service of their country ; but as an Oxford man myself, I was glad to see more than one instance in the list that was read of those who had proceeded from the Queen's University and obtained valuable scholarships or exhibitions at the universities in England. I believe it would be for the advantage both of our English universities and of the Queen's University, if the connexion between them could be increased, facilitated, and strengthened. On the one hand, you would have the benefit of those great endowments with which the universities of England do so much good, but which, perhaps, do hardly as much good in proportion to their amount as the Queen's University with its far smaller means. On the other hand, I am sure Englishmen would welcome among them the rising talent of Ireland as likely to be an honour to their own universities, and to cement more closely friendly feelings between the inhabitants of both countries (applause).

I have ventured, ladies and gentlemen, to touch upon these topics as deserving of attention. I believe it has been customary on former occasions for those who have been called to address you on behalf of the Government to give a few words of advice to the students who have just taken their degrees. Far from me be any such presumption. I have too recently gone through a university course myself to suppose that any advice that I could give would be other than the old and well-worn truism—that this, after all, is only your first step in life, and that you must continue your exertions in order to obtain success. But, perhaps the fact that my own university career is comparatively recent helps me more thoroughly to appreciate the pleasure of those who have celebrated, as it were, their success on this day, or to sympathize with the failure of those who have been unsuccessful (applause).

I am confident, at any rate, of this, that those who have been successful in the different contests of the Queen's University have learned something of more value perhaps, than anything that could be derived from books—they have learned to exercise the qualities of self-denial, of industrious perseverance, and of accurate exactness ; and I will venture to predict that if those qualities be but joined to the enthusiasm and the devotion in the pursuit of what they desire, which are so peculiarly characteristic of Irishmen, then, in whatever path of life their lot may be cast, they will be happy in themselves because they may be useful to others, and their career will be honourable to the university which educated them, and to the country from which they have sprung (loud applause).

Appendix II.

Degrees, Diplomas, Certificates, &c., conferred in 1875.

The names in each class are arranged alphabetically.

Degrees.

The Degree of LL.D.

Names.	College.
Keegan, Peter Quinn,	Belfast.
Rentoul, James Alexander,	Galway & Belfast.
Todd, Robert Henderson,	Galway & Belfast.

The Degree of M.D.

FIRST CLASS.

Names.	College.
Lynham, John Isaac,	Galway.
Moorhead, James, M.A.,	Belfast.

SECOND CLASS.

Charles, Daniel Allen,	Belfast.
Starkie, Richard Francis,	Cork.
Walker, George Lemon,	Cork.
Wilson, Daniel, M.A.,	Cork.

UPPER PASS DIVISION.

Hayes, John Shaw,	Galway.
Kyle, Thomas William,	Belfast.
Popham, Thomas Dalton,	Cork.
Thomas, William Robert,	Galway.

PASSED.

Adams, John James,	Belfast.
Bickerstaffe, Roger,	Belfast.
Burges, William Armstrong,	Cork.
Carmody, William F.,	Cork.
Dobbyn, John Stephen,	Galway.
Dougan, George,	Galway.
Emerson, Thomas Gilbert,	Galway.
Erskine, Robert,	Belfast.
Esler, Robert,	Belfast.
Fergus, Samuel,	Belfast.
Fisher, Turner J.,	Belfast.
Fitzsimon, C. Collingwood,	Galway.
Flood, John Coady,	Galway.
Foley, Edward,	Cork.
Gorham, James J., B.A.,	Galway.
Gresham, Frederick C.,	Cork.
Hamilton, Henry, B.A.,	Belfast.
Hamilton, James,	Belfast & Galway.
Huggard, William R.,	Galway.
Johnston, Percy H., B.A.,	Cork.
Johnston, William Thomas,	Belfast.
Kennedy, Edward John,	Cork.
Kirkpatrick, Hugh Cunningham,	Belfast.
M'Clelland, Joseph,	Belfast.
Moore, Robert, M.A.,	Belfast.
Murray, George Stanley,	Galway.
Nicholson, George Frederick,	Galway.
O'Brien, Michael,	Galway.
O'Connor, M. Roderick,	Cork.
O'Sullivan, Joseph,	Cork.
O'Sullivan, Patrick Joseph,	Galway.
Park, John Philip,	Belfast.
Pearson, Christopher, M.A.,	Cork.
Quirk, Martin,	Galway.
Robertson, David,	Belfast.
Ross, David R.,	Galway.

The Degree of M.A.

FIRST CLASS.

Names.		College.
Byers, John William,	In Biological Science,	Belfast.
Clarke, John,	In Ancient Classics,	Belfast.
Dickey, Robert Henry Fred.,	In Experimental Science,	Belfast.
Larmor, Joseph,	In Mathematical Science, and First in Experimental Science,	Belfast.
O'Connor, George,	In Ancient Classics, and First in Modern Language,	Galway.
Porter, Leslie Alex. Selim,	In Ancient Classics,	Belfast.

SECOND CLASS.

Horan, Edward,	In Ancient Classics,	Cork.
Milward, Edward Oswald,	In Ancient Classics,	Galway.
O'Kinealy, Peter,	In History, Logic, and Metaphysics,	Galway.

UPPER PASS DIVISION.

Waddell, Rutherford,	Galway & Belfast
Wilson, David,	Belfast.

ALSO PASSED.

Thompson, Samuel,	Belfast.
Walker, Samuel,	Belfast.

Appendix.

II. Degrees, Certificates, and Honors, 1875.

Masters in Surgery.

Names.	College.	Names.	College.
Bickerstaffe, Roger,	Belfast.	Kirkpatrick, Hugh C.,	Belfast.
Blackall, John J., M.D.,	Cork.	Lynham, John Isaac,	Galway.
Burges, William Armstrong,	Cork.	Lyons, William J. B., M.D.,	Belfast.
Carmody, William Francis,	Cork.	Martin, Saml. Edgar, M.A., M.D.,	Belfast.
Charles, Daniel Allen,	Belfast.	Moore, Robert, M.A.,	Belfast.
Clarke, Thomas, M.D.,	Belfast.	Murray, George Stanley,	Galway.
Davis, William, M.D.,	Galway.	O'Connor, M. Roderick,	Cork.
Dougan, George,	Galway.	O'Sullivan, Joseph,	Cork.
Emerson, Thomas Gilbert,	Galway.	O'Sullivan, Patrick J.,	Galway.
Erskine, Robert, M.D.,	Belfast.	Park, John Philip,	Belfast.
Esler, Robert,	Belfast.	Pearson, Christopher, M.A.,	Cork.
Fitzgerald, Gerald H., M.D.,	Cork.	Popham, Thomas D.,	Cork.
Flood, John Coady,	Galway.	Quirk, Martin,	Galway.
Gorham, James J., B.A.	Galway.	Ross, David R.,	Galway.
Hamilton, Henry, B.A.,	Belfast.	Starkie, Richard F.,	Cork.
Hamilton, James,	Belfast & Galway.	Thomas, William Robert,	Galway.
Huggard, William R.,	Galway.	Walker, George Lemon,	Cork.
Johnston, Percy H., B.A.,	Cork.	Wilson, Daniel, M.A.,	Cork.
Kennedy, Edward John,	Cork.	Wilson, H. Charles, M.D.	Belfast.

Diplomas in Midwifery.

Bickerstaffe, Roger,	Belfast.	Johnston, William Thomas,	Belfast.
Burges, William Armstrong,	Cork.	Kyle, Thomas William,	Belfast.
Charles, Daniel Allen,	Belfast.	Lumsden, Thomas, M.D.,	Cork.
Clarke, Thomas, M.D.,	Belfast.	Lynham, John Isaac,	Galway.
Dougan, George,	Galway.	Lyons, William J. B., M.D.,	Belfast.
Erskine, Robert, M.D.,	Belfast.	Martin, Saml. Edgar, M.A., M.D.,	Belfast.
Esler, Robert,	Belfast.	Moore, Robert, M.A.,	Belfast.
Faulkiner, Wm. Irvine, M.D.,	Belfast.	Moorehead, James, M.A.,	Belfast.
Fitzsimon, C. Collingwood,	Galway.	O'Connor, M. Roderick,	Cork.
Flood, John Coady,	Galway.	Pearson, Christopher, M.A.,	Cork.
Gorham, James J., B.A.,	Galway.	Popham, Thomas Dalton,	Cork.
Hamilton, Henry, B.A.,	Belfast.	Quirk, Martin,	Galway.
Hamilton, James,	Belfast & Galway.	Starkie, Richard F.,	Cork.
Hayes, John Shaw,	Galway.	Walker, George Lemon,	Cork.
Johnston, Percy Herbert, B.A.,	Cork.	Wilson, Daniel, M.A.,	Cork.

The Degree of LL.B.

SECOND CLASS.

O'Kinealey, Peter, B.A.,	Galway.

The Degree of B.A.

FIRST CLASS.

Allen, Andrew J. C.,	In Mathematical Science,	Belfast.
Anderson, William John,	In Ancient Classics,	Belfast.
Beatty, William,	In Modern Languages,	Belfast.
Brookes, Thomas Boyle,	In Ancient Classics,	Belfast.
Clarke, Hugh Alexander,	In Ancient Classics, and First in Logic, History, and English,	Belfast.
Corker, Thomas Martin,	In Biological Science,	Cork.
Johnston, William John,	In Mathematical Science,	Belfast.
Kirkpatrick, Robert,	In Experimental Science,	Belfast.
Murphy, John Howard,	In Experimental Science,	Belfast.
Tate, Alexander C.,	In Experimental Science,	Belfast.

SECOND CLASS.

Hall, Joseph,	In Ancient Classics,	Belfast.
Moran, William,	In Ancient Classics,	Belfast.
Shore, Robert,	In Mathematical Science, and Second in Experimental Science,	Galway.
Somerville, Annesley A.,	In Mathematical Science,	Cork.
Wilson, Samuel Law,	In History, English, and Metaphysics,	Galway.

UPPER PASS DIVISION.

Names.	College.	Names.	College.
Allison, Robert,	Belfast.	Hannigan, Denis F.,	Cork.
Belcher, Robert N. T.,	Cork.	MacMillan, John,	Galway.
Crowe, O'Byrne,	Cork.	Ryan, John,	Cork.
Greenfield, John Kellips,	Galway.		

PASSED.

Belton, Richard,	Cork.	Healy, Joseph John,	Cork.
Black, Samuel,	Belfast.	Hennessy, William,	Cork.
Black, William,	Belfast.	Lavertine, Charles E. S.,	Galway.
Chambers, Francis,	Belfast.	Macnamara, William J. U.,	Galway.
Dickie, Robert,	Belfast.	Townsend, Horace,	Cork.

The Degree of Bachelor in Engineering.

FIRST CLASS.

Coey, Robert,	Belfast.	Connery, Daniel,	Cork.

SECOND CLASS.

Ferguson, James R. A.,	Belfast.	Fisher, John M.,	Galway.

UPPER PASS DIVISION.

Chesney, Charles Alfred,	Belfast.
Dickson, John,	Belfast.

PASSED.

Cochrane, Ernest,	Belfast.
Miles, George Francis,	Cork.
O'Sullivan, Christopher S.,	Cork.
O'Sullivan, John Joseph,	Cork.

First University Examination in Arts.

FIRST CLASS.

Eccles, John,	Belfast.	M'Keown, John,	Belfast.
Farrelly, Michael J.,	Galway.	Oliver, Charles Henry,	Belfast.
Kerr, Æneas,	Galway.	Rogers, Samuel W. Smith,	Belfast.

SECOND CLASS.

Bingham, James,	Belfast.	Lewis, J. Penry,	Galway.
Farrington, Thomas,	Cork.	M'Keown, David,	Belfast.
Hamill, Thomas M.,	Belfast.	M'Keown, James,	Belfast.
Keating, Michael,	Cork.		

UPPER PASS DIVISION.

Andrews, Thomas J.,	Belfast.	M'Dermott, Cornelius,	Galway.
Craig, William W.,	Belfast.	Orr, John,	Belfast.
Crowe, John Charles,	Cork.	Todd, Andrew,	Galway.
Knowles, John,	Belfast.	Williamson, George,	Galway.

PASSED.

Best, Edwin,	Belfast.	Megaw, Robert T.,	Galway.
Black, William G.,	Belfast.	Milliken, John,	Belfast.
Cairns, Hugh,	Belfast.	Monteath, David Taylor,	Belfast.
Corry, Patrick,	Galway.	Morell, C. L.,	Belfast.
Coskerry, Alexander,	Belfast.	Morrell, Robert John,	Belfast.
Cousins, William R.,	Belfast.	Reade, Hector M.,	Belfast.
Donnell, William,	Belfast.	Reid, Robert M'Allister,	Belfast.
Donovan, Edwin S.,	Cork.	Ross, Nathaniel,	Belfast.
Dunn, David S.,	Belfast.	Smith, John,	Galway.
Elliott, William,	Belfast.	Sullivan, John Philip,	Cork.
Love, George Clarke,	Galway.	Townsend, Samuel,	Cork.
M'Granahan, William,	Galway.	Warren, Edward Albert,	Cork.
M'Master, James,	Galway.	White, William,	Belfast.
M'Swiney, Morgan,	Cork.		

Appendix.

II.

Degrees, Certificates, and Honors, 1875.

Second University Examination in Medicine.

SECOND CLASS.

Name.	College.
Stuart, James,	Belfast.

UPPER PASS DIVISION.

Names.	College.	Names.	College.
Alexander, Samuel,	Belfast.	Gimlette, Geo. H. Desmond,	—
Allen, Charles,	Belfast.	Hamill, R. J., B.A.,	Belfast.
Allison, Charles Warke, B.A.,	Belfast.	Long, Richard Patrick,	Cork.
Brannigan, Henry Cooke,	Belfast.	Love, Robert Lindsay,	Galway.
Carmody, John Power,	Cork.	Megarry, John W.,	Belfast.
Clarke, James,	Belfast.	Miller, Alfred Henry,	Cork.
Collier, John Thomas,	Belfast.	M'Munn, John Alexander,	Belfast.
Croly, Thomas Henry,	Cork.	Molony, Henry,	—
Denham, Thomas Reid,	Belfast.	O'Connor, Daniel,	Cork.
Diggle, Charles Frederick,	—	Percy, Gervase R.,	Belfast.
Donaldson, Robt. Dickie, B.A.,	Cork.	Sandiford, John O. Great-rakes,	Cork.
Fraser, Alexander,	Galway.		

PASSED.

Aldridge, Edward Arthur,	—	M'Carthy, Michael Joseph,	Cork.
Allen, Alfred,	Belfast & Galway.	M'Conaghey, Robert,	Belfast.
		M'Cormick, Henry,	Galway.
Archer, Francis,	Belfast.	M'Cormick, John J.,	Galway.
Bateman, Samuel,	Belfast.	M'Dermott, B. Ptk. Sarsfield,	Galway.
Black, Robert Charles, B.A.,	Cork.	M'Ilroy, John,	Belfast & Galway
Bland, Archibald,	Cork.		
Bourke, Ulick J.,	Cork.	MacIlwaine, Sidney W.,	Belfast.
Bracken, William H.,	Belfast.	Mullane, Jeremiah,	Cork.
Broe, John,	Galway.	Murray, J. J. Goodlate,	Belfast.
Bull, Ralph A.,	Cork.	O'Brien, William D.,	Cork.
Carleton, Patrick M.,	Belfast.	O'Neill, Henry,	Belfast.
Collins, Frederick H.,	Belfast.	O'Sullivan, Jerome E.,	Cork.
Collins, Michael,	Cork.	Pybus, John A.,	Galway.
Fairclough, J. J. K.,	Belfast.	Reid, Richard,	Cork.
Fenwick, Charles,	Belfast.	Riordan, Thomas F.,	Cork.
Fitzsimon, C. Collingwood,	Galway.	Shorten, James,	Cork.
Fogerty, George J.,	Cork.	Smyth, William,	Belfast.
Foley, Edward,	Cork.	Sprott, William J.,	Belfast.
Greer, Thomas, M.A.,	Belfast.	Stokes, William,	Galway.
Hosking, James W. P.,	—	Studdert, John,	Cork.
Hunter, Henry,	Belfast.	Tatham, Garnett G.,	Galway.
Kelly, James Patrick,	Galway.	Thomas, William R.,	Galway.
Knight, Charles F.,	Cork.	Walsh, John Edward,	Cork.
Lindsay, Francis W.,	Cork.		

First University Examination in Medicine.

FIRST CLASS.

Young, James,	Belfast.

SECOND CLASS.

Cromie, Mortimer,	Belfast.
Hadden, Robert Evans,	Cork.

UPPER PASS DIVISION.

Names.	College.	Names.	College.
Benson, Hamilton,	Cork.	M'Neece, James Gaussen,	Belfast.
Dunlop, Joseph Samuel,	Belfast.	O'Donovan, Geo. Redmond,	Cork.
Gibson, James Hill,	Belfast.	Watson, John,	Belfast.
Knight, William J. Ross,	Galway.	Wigmore, James,	Cork.
M'Kinlay, John,	Galway.	Wilson, James,	Galway.
M'Learn, Isaac Crawford,	Belfast.		

PASSED.

Names.	College.	Names.	College.
Aherne, John L., B.A.,	Cork.	Lewis, James William,	Galway.
Allison, Charles, B.A.,	Belfast.	Little, Edward,	Belfast.
Anderson, Henry,	Belfast.	Little, Stephen,	Belfast.
Atkins, T. Gelston, B.A.,	Cork.	Loughery, Richard,	Belfast.
Bacon, Theophilus,	Galway.	Lynch, Owen,	Belfast.
Bennett, Alfred C.,	Cork.	Lyttle, Joshua,	Belfast.
Blair, William Park,	Belfast.	M'Donnell, John J.,	Galway.
Bracken, James J.,	Belfast.	M'Kee, James,	Belfast.
Chestnutt, John, B.A.,	Cork.	M'Kenzie, William J.,	Belfast.
Clarke, James,	Belfast.	M'Vittie, Robert Blake,	Galway.
Considine, Poswald,	Belfast.	Maiben, Oswald,	Galway.
Crofts, William,	Cork.	Mathews, Thomas,	Belfast.
Crowly, Joseph,	Cork.	Mitchell, Adam G.,	Cork.
Drummond, William,	Belfast.	Moylan, Michael Joseph,	Galway.
Dunlop, Albert,	Belfast.	Moynihan, Thomas Joseph,	Cork.
English, Joseph,	Belfast.	O'Brien, T.,	Galway.
Erwin, Samuel James,	Belfast.	O'Donnell, William,	Cork.
Fleck, William,	Belfast.	O'Keeffe, Menus William,	Cork.
Geoghegan, Alfred Ormond,	Galway.	O'Rorke, John Joseph,	Galway.
Haines, Humphry,	Cork.	Pearson, C. Yelverton,	Cork.
Hanly, Edward,	Galway.	Riordan, Daniel,	Galway.
Hart, A. E. Saunders,	Cork.	Roche, Joseph Michael,	Cork.
Haslett, John Courtney,	Belfast.	Shipsey, Thomas,	Cork.
Heard, Robert Lynn,	Belfast.	Spring, John,	Cork.
Henderson, William R.,	Belfast.	Steel, James,	Belfast.
Holland, James Frank,	Cork.	Tees, James,	Galway.
Hynes, William H.,	Galway.	Wales, George F.,	Belfast.
Keogh, Alfred Henry,	Galway.	White, Edward A.,	Belfast.
Kevin, Charles,	Belfast.	Withers, Thomas J.,	Belfast.
Kidd, William,	Belfast.	Workman, Charles,	Belfast.
Lawler, J. Stanislaus,	Galway.	Worrall, Ralph,	Belfast.
Levis, Samuel George,	Cork.		

Postponed Medical Examinations.

Bradley, David,	Belfast.	Magill, James,	Belfast.
Bull, George H.,	Cork.	Murphy, Edmund,	Belfast.
Connolly, Francis,	Galway.	Murray, George Stanley,	Galway.
Crofts, Aylmer M.,	Cork.	Nicholson, George F.,	Galway.
Dempsey, P.,	Belfast.	O'Connell, James,	Cork.
Derham, Arthur,	Cork.	Oliver, John R.,	Cork.
Emerson, Thomas G.,	Galway.	O'Sullivan, Michael U.,	Cork.
Fitzgerald, Francis C.,	Galway.	O'Sullivan, Patrick J.,	Galway.
Geoghegan, Francis M.,	Galway.	Paterson, W. Smyth,	Cork.
Goggin, George S.,	Cork.	Pedlow, James,	Belfast.
Gresham, Frederick C.,	Cork.	Pooler, Turner W.,	Galway.
Grew, Francis,	Belfast & Galway.	Quayle, William A.,	Belfast.
		Robertson, David,	Belfast.
Harley, Henry R.,	Cork.	Roe, St. George J.,	Galway & Belfast.
Harrington, Denis,	Cork.		
Hill, Adam,	Belfast.	Smyth, William,	Belfast.
Jennings, Richard,	Cork.	Tatham, Garnett G.,	Galway.
Kennedy, James M.,	Belfast.	Taylor, David,	Belfast.
Kirkpatrick, Hugh C.,	Belfast.	Tomkins, Henry,	Belfast.
Kyle, Thomas William,	Belfast.	Wade, John J.,	Galway.
M'Crea, H. Moreland,	Belfast.	Wallace, Archibald,	Belfast.
M'Donnell, Mark A.,	Galway.	Williams, James O'B.,	Galway.
M'Ivor, Robert,	Belfast.	Williamson, William C.,	Cork.

First University Examination in Engineering.

FIRST CLASS.

Names.	College.
Sproull, Alexander M'Douall,	Belfast.

SECOND CLASS.

Davern, John P.,	Galway.
Moloney, J. Storan, B.A.,	Cork & Galway.

Appendix.

II. Degrees, Certificates, and Honors, 1875.

UPPER DIVISION.

Names.	College.	Names.	College.
Moroney, Henry V. L.,	Cork.	Seaver, Thomas,	Belfast.

PASSED.

Campion, Richard,	Cork.	M'Mullan, Michael J.,	Cork.
Lavertine, R. A.,	Galway.		

Prizes founded by Public Subscription.

Prizes in Composition, open to the competition of all Undergraduates.

Prize in English Composition, for an Essay signed "Nitor in Adversum," to
M'Millan, John, of Queen's College, ... Galway.

Prize in Latin Composition, for the Essay signed "Atticus," to
Rogers, S. W. Smith, of Queen's College, ... Belfast.

Prize in Composition, limited to the competition of Undergraduates in Medicine.

Prize awarded for the Essay signed "Nil nisi clavis," to
Woods, A. A., of Queen's College, ... Belfast.

Exhibitions awarded at the First University Examination in Arts.

Kerr, Æneas, First from Queen's College, Galway; £20 a year for three years.
Rogers, Samuel William Smith, First from Queen's College, Belfast; £20 a year for three years; and £10 a year, as the best answerer in Ancient Classics.
Farrelly, Michael J., Second from Queen's College, Galway; £15 a year for three years.
Oliver, Charles Henry, Second from Queen's College, Belfast; £15 a year for three years.
Eccles, John, of Queen's College, Belfast; £10 a year for three years, as the best answerer in Mathematical Science.

Exhibition awarded at the First University Examination in Engineering.

Sproull, Alexander M'Douall, of Queen's College, Belfast; First; £20 a year for two years.

Second or Third Instalments of Exhibitions.

Names.	Condition.	Exhibition Awarded
Porter, L. A. S.,	M.A.,	October, 1872.
Milward, E. O.,	M.A.,	October, 1872.
Clarke, J.,	M.A.,	October, 1873.
O'Kinealy, P.,	M.A.,	October, 1873.
Larmor, J.,	M.A.,	October, 1873.
O'Connor, G.,	M.A.,	October, 1873.
Allen, A. J. C.,	B.A., with Honors,	October, 1874.
Clarke, H. A.,	B.A., with Honors,	October, 1874.
Shore, R.,	B.A., with Honors,	October, 1874.
Coey, R.,	B.E., with Honors,	October, 1874.
Connery, D.,	B.E., with Honors,	October, 1874.

Prizes awarded at Entrance Examination, October, 1875.

Names.		College.
Lockhart, D. G.,	First in English Composition,	Cork.
Steen, William P.,	First in English Composition,	Belfast.
Warden, D. G.,	First in English Composition,	Galway.
Foster, J. D.,	First in Geometry } equal,	Belfast.
Hazleton, E. P.,	First in Geometry }	
Sullivan, J.,	First in Geometry,	Galway.
Sullivan, R. J.,	First in Geometry,	Cork.
Feeny, M. H.,	Second in English Composition,	Cork.
Moore, Thomas E.,	Second in English Composition,	Belfast.
Mullin, D. O'Connell,	Second in English Composition,	Galway.
Dalton, J. P.,	Second in Geometry,	Cork.
Henderson, J.,	Second in Geometry,	Galway.

STUDENTS WHO HAVE MATRICULATED WITHIN THE YEAR.

Names.	College.	Names.	College.
Acheson, John,	Belfast.	Gahan, Garner,	Galway.
Adderly, Edward,	Cork.	Gahan, Michael,	Galway.
Alcorn, James G.,	Galway.	Geraghty, James,	Cork.
Alexander, Robert,	Belfast.	Gilmore, Robert,	Belfast.
Alister, James,	Belfast.	Gingles, James,	Belfast.
Allan, William,	Galway.	Given, John,	Galway.
Allison, Hugh,	Belfast.	Gleeson, Patrick,	Galway.
Andrews, James,	Galway.	Goggin, George,	Cork.
Baird, Robert,	Galway.	Gordon, George Robert,	Galway.
Baker, Henry C.,	Cork.	Gordon, James,	Belfast.
Berkley, William Lowry,	Belfast.	Graham, Richard,	Belfast.
Bingham, Henry,	Belfast.	Grimes, Patrick,	Galway.
Black, John,	Belfast.	Hall, James,	Belfast.
Blackwood, Charles,	Belfast.	Hamill, James,	Belfast.
Blair, Samuel,	Belfast.	Hanly, Thomas F.,	Galway.
Blake, Charles J.,	Belfast.	Hanna, William Gordon,	Belfast.
Bolster, James M'Mullen,	Cork.	Hannigan, Patrick,	Cork.
Boyd, Charles Edward,	Belfast.	Hanson, George,	Belfast.
Boyd, Henry Johnston,	Belfast.	Harper, Arthur R.,	Cork.
Boyd, Robert Heaney,	Belfast.	Harrington, Stanley,	Cork.
Broderick, Patrick,	Galway.	Hayes, William A.,	Cork.
Brosman, Hugh,	Cork.	Hazleton, Edward B.,	Belfast.
Burchall, William,	Cork.	Heanen, Charles,	Belfast.
Burke, John,	Galway.	Heaney, Patrick,	Galway.
Cahill, Thomas D. K.,	Cork.	Henderson, John,	Galway.
Caldwell, William H.,	Galway.	Henderson, Samuel D.,	Galway.
Campbell, James A.,	Galway.	Henry, James M.,	Belfast.
Carmody Patrick I.,	Cork.	Heuston, Francis T.,	Galway.
Casey, James P.,	Cork.	Hickman, Arthur,	Galway.
Coates George,	Galway.	Hodgson, George D.,	Galway.
Cochrane, Robert,	Galway.	Hodsdon, James W. Beeman,	Belfast.
Cooney, Stewart Emerson,	Belfast.	Hosford, Benjamin W.,	Cork.
Cotter, Jeremiah,	Cork.	Hume, George Alexander,	Galway.
Craig, Robert Magill,	Belfast.	Irwin, Francis,	Belfast.
Cross, James,	Cork.	Irwin, John,	Belfast.
Currie, Samuel W.,	Belfast.	Jackson, George,	Belfast.
Dalton, John P.,	Cork.	Jackson, Mark,	Galway.
Daly, Richard C.,	Cork.	Johnston, George J. W.,	Cork.
Daniher, John H.,	Cork.	Johnston, Robinson,	Belfast.
Daunt, George,	Cork.	Johnstone, Henry J.,	Cork.
Daunt, George W.,	Cork.	Joyce, Patrick,	Galway.
Davies, John,	Galway.	Joyce, William,	Galway.
De Courcy, John S.,	Cork.	Keightley, Charles Albert,	Belfast.
Delahoyde, O'Connell John,	Galway.	Keightley, Samuel Robert,	Belfast.
Dinnis, John J.,	Cork.	Kelly, O'Neill F.,	Cork.
Dill, Robert Foster,	Belfast.	Keown, Thomas Heron,	Belfast.
Dixon, Edward,	Cork.	Kepple, Daniel,	Cork.
Dixon, John,	Cork.	Lacy, Thomas,	Belfast.
Dodds, Robert,	Galway.	Lane, John E.,	Cork.
Donnell, John R.,	Galway.	Leared, John,	Galway.
Dowling, John E.,	Cork.	Legg, Richard J.,	Cork.
Doxey, David,	Cork.	Leonard, Alexander Thomas,	Galway.
Duke, Arthur S.,	Galway.	Levis, John W.,	Cork.
Duncan, William,	Belfast.	Lewis, William W.,	Cork.
Dunlop, John,	Galway.	Lockhart, David Gamble,	Cork.
Dunn, William Alexander,	Belfast.	Logan, James,	Belfast.
Dysart, James,	Belfast.	Lydon, Michael,	Galway.
Dysart, John,	Belfast.	Lynch, Owen,	Belfast.
England, William George,	Galway.	Macartney, William H. C.,	Galway.
Fayle, Robert J.,	Galway.	M'Aulay, Matthew,	Belfast.
Feeney, Michael H.,	Cork.	M'Cabe, John,	Cork.
Ferguson, Samuel,	Belfast.	M'Carthy, Thomas,	Cork.
Ferguson, William Deeble,	Belfast.	M'Cord, William,	Belfast.
Finlay, Arthur Gayer,	Belfast.	M'Culloch Robert C.,	Galway.
Fleming, Alexander,	Belfast.	M'Elfatrick, John,	Belfast.
Flood, Samuel,	Galway.	M'Farlane, Beattie,	Galway.
Foster, James Denning,	Belfast.	M'Farlane, Hugh,	Galway.
Frazer, Archibald,	Cork.	M'Garry, James,	Galway.

Appendix.

II.

Degrees, Certificates, and Honors, 1875.

Names.	College.
M'Laughlin, James Maurice,	Belfast.
M'Lintock, William James,	Belfast.
M'Loughlin, Francis,	Galway.
M'Loughlin, John,	Galway.
M'Mullen, James,	Cork.
M'Munn, John,	Galway.
M'Namara, John,	Cork.
M'Ninch, Joseph,	Belfast.
M'Vicker, Robert,	Galway.
Mahood, George,	Belfast.
Malcomson, James,	Belfast.
Malcomson, Saml. Murphy,	Belfast.
Martin, Hugh H.,	Galway.
Martin, John,	Galway.
Mathews, Samson,	Belfast.
Merredith, Richard E.,	Galway.
Mitchell, Adam G.,	Cork.
Mitchell, Charles A. P.,	Galway.
Moore, George Logan,	Belfast.
Moore, Thomas Allen,	Belfast.
Moore, William David,	Belfast.
Morrow, James Boyd,	Belfast.
Moynahan, Thomas,	Cork.
Mulcahy, Michael I.,	Cork.
Mullane, Patrick,	Cork.
Mullarky, Frederick,	Galway.
Mullin, Daniel O'C.,	Galway.
Murphy, Edward,	Belfast.
Nixon, John,	Galway.
Norris, Francis B.,	Cork.
Oakshott, James A.,	Cork.
O'Connell, Eugene,	Cork.
O'Connor, Thomas,	Cork.
O'Donovan, Daniel M'C.,	Galway.
O'Driscoll, John I.,	Cork.
O'Farrell, Richard,	Galway.
O'Halloran, Robert M.,	Cork.
O'Meara, Alfred,	Cork.
O'Sullivan, Daniel,	Cork.
Parkhill, Samuel James,	Belfast.
Parkinson, Samuel S.,	Belfast.
Patton, Andrew,	Belfast.
Pollard, Evelyn,	Galway.
Polley, John Lowry,	Belfast.
Porter, Frederick G. H.,	Belfast.
Pudney, Robert,	Cork.
Pullin, Arthur H.,	Galway.
Quill, Thomas I.,	Cork.
Quinlan, Denis,	Cork.
Quinn, John Augustine,	Belfast.
Quirk, Edward B.,	Cork.
Redmond, Edward,	Galway.
Redmond, Leonard,	Belfast.
Reynolds, Thomas T.,	Galway.
Ronan, Walter B.,	Cork.
Ross, James D.,	Cork.
Roulston, Robert John,	Galway.
Rountree, George A.,	Cork.
Russell, William D.,	Cork.
Scott, Francis W. R.,	Belfast.
Seaver, Richard,	Belfast.
Sexton, William D.,	Cork.
Sharpe, Alexander,	Belfast.
Shaw, Robert J.,	Galway.
Shaw, William Robert,	Belfast.
Shore, John,	Galway.
Simpson, James,	Belfast.
Smith, Telford,	Cork.
Smyth, John,	Galway.
Steen, William Peile,	Belfast.
Stewart, John,	Belfast.
Stopford, Frederick,	Cork.
Strahan, James Andrew,	Belfast.
Strahan, Samuel A. K.,	Belfast.
Suffern, Alexander Canning,	Belfast.
Sullivan, Edward J. H.,	Cork.
Sullivan, John,	Galway.
Sullivan, Robert I.,	Cork.
Sullivan, Timothy,	Cork.
Swain, James S.,	Galway.
Swan, Edward Goffe,	Belfast.
Swanton, Hutcheson,	Cork.
Swanton, James H.,	Cork.
Taylor, John,	Galway.
Taylor, John Wilgar,	Belfast.
Thompson, George,	Galway.
Thompson, Henry G.,	Galway.
Tomkins, Henry,	Belfast.
Tomkins, Henry,	Galway.
Tooker, Hugh,	Cork.
Tuckey, Thomas B. A.,	Cork.
Turner, William R.,	Galway.
Tweed, John Moore,	Galway.
Tweedie, William,	Belfast.
Vance, Robert,	Galway.
Vint, John,	Belfast.
Wallace, Robert,	Belfast.
Wallace, Samuel,	Belfast.
Walsh, Edward William,	Belfast.
Warden, David Brown,	Galway.
Watson, James,	Belfast.
Watson, John Wallace,	Belfast.
Watt, William John,	Belfast.
Watters, Francis O. M.,	Galway.
Waugh, Richard,	Cork.
Webber, Francis C. B.,	Galway.
West, George Francis,	Belfast.
Wheeler, Charles Henry,	Belfast.
White, James Blair,	Belfast.
White, James F.,	Galway.
White, Patrick,	Galway.
White, Sinclair,	Galway.
Williams, David L.,	Cork.
Willis, Arthur R.,	Cork.
Wray, James S.,	Galway.
Young, James Vance,	Belfast.
Young, William Mussen,	Belfast.

Appendix III.

III. Estimate.

Estimate of the Sum required to defray the Expenses of the Queen's University in Ireland, for the year ended 31st March, 1876.

	£	s.	d.
Salaries,	1,261	0	0
Examiners' Stipends,	1,685	0	0
Examiners' Expenses,	735	0	0
Medals and Prizes,	749	0	0
Incidental Expenses,	268	0	0
	4,698	0	0

Appendix IV.

IV. Cash Account.

Cash Account of the Queen's University, for the year ended 31st March, 1876.

Dr.	£	s.	d.	*Cr.*	£	s.	d.
Forward from last Account,	18	15	3	Official Salaries,	1,256	6	2
Net payments from the Exchequer during the year,	3,851	0	0	Examiners' Stipends,	1,508	11	6
Fees collected during the year,	841	10	0	Examiners' Expenses,	760	4	0
				Medals and Prizes,	766	2	6
				Incidentals,	330	2	6
				Balance at the end of the year,	89	18	7
	4,711	5	3		4,711	5	3

Appendix V.

V. Meetings of the Senate.

Meetings of the Senate.

Stated meeting of Senate and public meeting of the University, June 21, 1875.

Present:

The Duke of Leinster, *Chancellor*, in the chair.
The President of Queen's College, Belfast.
Professor Moffett, LL.D.
David Ross, M.A., LL.B.
The President of Queen's College, Cork.
Professor Redfern, M.D.
Professor Simpson, M.D., F.R.S.
G. Johnstone Stoney, M.A., F.R.S., *Secretary to the University.*

Meeting of Senate, September 15, 1875.

Present:

His Grace the Duke of Leinster, *Chancellor*, in the chair.
Sir Dominic J. Corrigan, bart., M.D., *Vice-Chancellor.*
The President of Queen's College, Galway.
James Gibson, M.A., Q.C.
Professor Moffett, LL.D.
The President of Queen's College, Cork.
Professor Redfern, M.D.
Sir Robert Kane, LL.D., F.R.S.
Rev. Robinson Scott, D.D.
Andrew M. Porter, B.A., Q.C.
G. Johnstone Stoney, M.A., F.R.S., *Secretary to the University.*

Meeting of the Senate and public meeting of the University, October 15, 1875.

Present:

His Grace the Duke of Leinster, *Chancellor*, in the chair.
Sir Dominic J. Corrigan, bart., M.D., *Vice-Chancellor.*
The President of Queen's College, Belfast.
The President of Queen's College, Galway.
Professor Moffett, LL.D.
David Ross, M.A., LL.B.
The President Queen's College, Cork.
Professor Redfern, M.D.
Professor Maxwell Simpson, M.D., F.R.S.
Sir Robert Kane, LL.D., F.R.S.
The Rev. Robinson Scott, D.D.
Andrew M. Porter, B.A., Q.C.
G. Johnstone Stoney, M.A., F.R.S., *Secretary to the University.*

Adjourned meeting of the Senate, October 20, 1875.

Present:

His Grace the Duke of Leinster, *Chancellor*, in the chair.
Sir Dominic J. Corrigan, bart., M.D., *Vice-Chancellor.*
Professor Moffett, LL.D.
David Ross, LL.B.
Professor Redfern, M.D.
Professor Maxwell Simpson, M.D., F.R.S.
Sir Robert Kane, LL.D., F.R.S.
Andrew M. Porter, B.A., Q.C.
G. Johnstone Stoney, M.A., F.R.S., *Secretary to the University.*

Meeting of Senate, December 22, 1875.

Present:

His Grace the Duke of Leinster, *Chancellor*, in the chair.
Sir Dominic J. Corrigan, bart., M.D., *Vice-Chancellor.*

Professor Moffett, LL.D.
Professor Redfern, M.D.
David Ross, M.A., LL.B.
Sir Robert Kane, LL.D., F.R.S.
Rev. Robinson Scott, D.D.

Meeting of Senate, April 15, 1876.

Present:

His Grace the Duke of Leinster, *Chancellor*, in the chair.
Sir Dominic J. Corrigan, bart., M.D., *Vice-Chancellor.*
Sir Richard Griffith, bart., LL.D.
Professor Moffett, LL.D.
David Ross, M.A., LL.B.
The President Queen's College, Cork.
Professor Redfern, M.D.
Professor Simpson, M.D., F.R.S.
Sir Robert Kane, LL.D., F.R.S.
The Rev. Robinson Scott, D.D.
Andrew M. Porter, B.A., Q.C.
John T. Banks, M.D.
G. Johnstone Stoney, M.A., F.R.S., *Secretary to the University.*

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